

PREPUBLICATION COPY

GRADE

K

ReadyGEN   

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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**PEARSON**

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## Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCRadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

### **Student Materials**

- Text Collection, Units 2–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

### **Teacher Materials**

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,  
The *ReadyGEN* Team





## Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and

related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,  
**Sharon Vaughn**  
University of Texas

## Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

**Pam Allyn**  
Executive Director and Founder, LitLife and LitWorld



## What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

### **Elfrieda H. Hiebert**

TextProject and University of California, Santa Cruz

## *ReadyGEN* is an exciting, engaging experience for kids.



*ReadyGEN* provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

### **P. David Pearson**

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

## FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

### Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

### Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

## UNIT 3

# Predicting Change





<b>MODULE A Common Core Lesson Launch</b> .....	<b>4–9</b>
Lessons 1–13 .....	10–113
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### TEXT SET



**ANCHOR TEXT**  
*Come On, Rain!*



**SUPPORTING TEXT**  
*The Snowy Day*



**SLEUTH**  
“Bear and Fox”  
“Our Snowy Discovery”

<b>MODULE B Common Core Lesson Launch</b> .....	<b>126–131</b>
Lessons 1–12 .....	132–227
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### TEXT SET



**ANCHOR TEXT**  
*What Will the Weather Be?*



**SUPPORTING TEXT**  
*Weather Words and What They Mean*



**SLEUTH**  
“Our Snowy Discovery”  
“Exploring Antarctica”

## **UNIT 3 Common Core Teacher Resources**

Routines .....	TR32–TR53
Graphic Organizers.....	TR55–TR69
Text Complexity Rubrics .....	TR70–TR73

Go to [PearsonSchool.com/NYCRReadyGEN](https://www.PearsonSchool.com/NYCRReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

## Assessment

*ReadyGEN* provides various assessment opportunities for you to use with children to gauge their progress toward mastery of the Common Core Learning Standards.

### FORMATIVE ASSESSMENT

#### MONITOR PROGRESS

**If...** students struggle to explain how a character's actions contribute to a story's events,  
**Then...** use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)  
**If...** students need extra support to understand the story,  
**Then...** use the Close Reading Workshop in small groups to provide scaffolded support.

#### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

#### Independent Writing Practice

**FORMATIVE ASSESSMENT** Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

#### FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



## PERFORMANCE-BASED WRITING ASSESSMENT

### Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

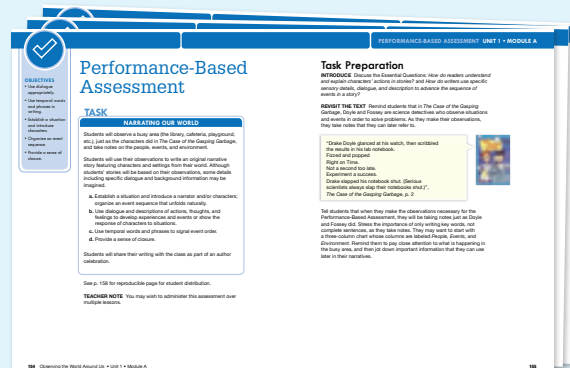
#### UNIT 3 • MODULE A Change Stories

**TASK:** Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Children will draw or write the reaction of the character or themselves to the change.

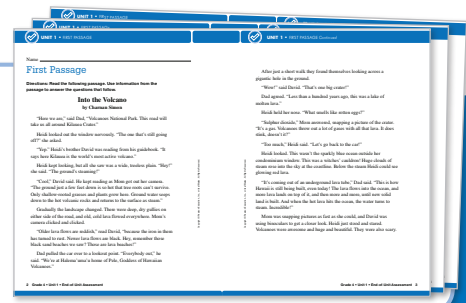
#### UNIT 3 • MODULE B Weather Forecast

**TASK:** Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to draw, dictate, and write to explain a forecast.



## END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.





# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Idea

- Changing Weather

### Enduring Understandings

- **Readers** understand that asking questions helps them understand the text.
- **Writers** understand that writers have a purpose for writing.
- **Learners** will explore content to understand that asking and answering questions leads to new information.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How does asking and answering questions help the **reader** understand the text?

How do **writers** share information?

### MODULE GOALS

**Readers** will practice asking and answering questions about new information they are learning.

**Writers** will compose informational/explanatory text by drawing, dictating, or writing.

**EXPLORE CONTENT** **Learners** will explore content to understand how to use and share observations of weather to describe patterns over time.

## Text Set

### ANCHOR TEXT



*What Will the Weather Be?*

**Lexile 500L**  
**Informational Text**

### SUPPORTING TEXT



*Weather Words and What They Mean*

**Lexile 450L**  
**Informational Text**

### SLEUTH



“Our Snowy Discovery”

“Exploring Antarctica”



## PERFORMANCE-BASED WRITING ASSESSMENT

### WEATHER FORECAST

Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to draw, dictate, and write to explain a forecast.

Children will present their forecast to the class.

### TARGET STANDARDS

**Common Core Learning Standard W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

# Vocabulary to Unlock Text

*ReadyGEN* provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

## TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

## WORDS IN CONTEXT

Generally, these are words which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

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**For Spanish cognates, see the *Scaffolded Strategies Handbook*.**

**Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.**

## ANCHOR TEXT *What Will the Weather Be?*

### TEXT-BASED VOCABULARY

sinking	howl	drizzle	force	prepare
puffy	clump	measure	flattens	collapses
predicting	wispy	temperature	plot	

### WORDS IN CONTEXT

liquid	weather buoy	weather balloon
coastlines	weather satellite	weather station

## SUPPORTING TEXT *Weather Words and What They Mean*

### TEXT-BASED VOCABULARY

moisture	combinations	tropics	fair	twists
boundary	sunbeams	rises	chilly	rainbow
position	floods	sets	air particles	
evaporates	expands	ice crystals	freezes	
motion	hailstones	snow crystals	flurries	

### WORDS IN CONTEXT

electricity	spiral-shaped	funnel-shaped
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# UNIT 3 • MODULE B Planner

## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Informative/ Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, pp. 132–139*

##### READ Trade Book

Read the entire book.  
*What Will the Weather Be?*

**READING FOCUS** Writers understand that writers have a purpose for writing.

**WRITING FOCUS** Ask and answer questions.

#### LESSON 2

*Teacher's Guide, pp. 140–147*

##### READ Trade Book pp. 4–9

*What Will the Weather Be?*

**READING FOCUS** Learners understand that asking and answering questions leads to new information.

**WRITING FOCUS** Describe the weather.

#### LESSON 6

*Teacher's Guide, pp. 172–179*

##### READ Trade Book pp. 26–32

*What Will the Weather Be?*

**READING FOCUS** Readers understand that asking questions helps them understand the text.

**WRITING FOCUS** Write a forecast.

#### LESSON 7

*Teacher's Guide, pp. 180–187*

##### READ Trade Book

Read the entire book.  
*Weather Words and What They Mean*

**READING FOCUS** Learners understand that asking and answering questions leads to new information.

**WRITING FOCUS** Compare and contrast weather.

#### LESSON 11

*Teacher's Guide, pp. 212–219*

##### COMPARE

- *What Will the Weather Be?*
- *Weather Words and What They Mean*

**READING FOCUS** Learners understand that asking and answering questions leads to new information.

**WRITING FOCUS** Tell the main topic.

#### LESSON 12

*Teacher's Guide, pp. 220–227*

##### COMPARE

- *What Will the Weather Be?*
- *Weather Words and What They Mean*

**READING FOCUS** Writers understand that writers have a purpose for writing.

**WRITING FOCUS** Tell an opinion.

## LESSON 3

*Teacher's Guide*, pp. 148–155

**READ Trade Book** pp. 10–17  
*What Will the Weather Be?*

**READING FOCUS** Writers understand that writers have a purpose for writing.

**WRITING FOCUS** Compare and contrast weather.

## LESSON 4

*Teacher's Guide*, pp. 156–163

**READ Trade Book** pp. 18–21  
*What Will the Weather Be?*

**READING FOCUS** Readers understand that asking questions helps them understand the text.

**WRITING FOCUS** Research the weather.

## LESSON 5

*Teacher's Guide*, pp. 164–171

**READ Trade Book** pp. 22–25  
*What Will the Weather Be?*

**READING FOCUS** Learners understand that asking and answering questions leads to new information.

**WRITING FOCUS** Write a label.

## LESSON 8

*Teacher's Guide*, pp. 188–195

**READ Trade Book** pp. 10–17  
*Weather Words and What They Mean*

**READING FOCUS** Writers understand that writers have a purpose for writing.

**WRITING FOCUS** Revise to add details.

## LESSON 9

*Teacher's Guide*, pp. 196–203

**READ Trade Book** pp. 14–24  
*Weather Words and What They Mean*

**READING FOCUS** Readers understand that asking questions helps them understand the text.

**WRITING FOCUS** Publish and present.

## LESSON 10

*Teacher's Guide*, pp. 204–211

**READ Trade Book** pp. 25–32  
*Weather Words and What They Mean*

**READING FOCUS** Readers understand that asking questions helps them understand the text.

**WRITING FOCUS** Use weather words.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide*, pp. 228–235

### WEATHER FORECAST

Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to draw, dictate, and write to explain a forecast. Children will present their forecast to the class.

# Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? How do they react to what happens?

#### CRAFT AND STRUCTURE

- How do you know this text is a story?
- Who is the author? Who is the illustrator? How does each help tell the story?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What is the main topic of the text? What questions can you ask to help you better understand the topic?
- How are the events or ideas in the text connected to each other?

#### CRAFT AND STRUCTURE

- What information can you learn from the front cover, back cover, and title page of the text?
- How do the author and illustrator help tell the ideas or information in the text?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR42–TR43.

## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

**See the Text Club Routine on pp. TR44–TR45.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that asking questions helps them understand the text*. As you build your Text Club library, consider using the texts below.

### *The Weather*

by Olivia George  
Informational Text  
Lexile 20L

### *I Want to Be an Astronaut*

by Bryon Barton  
Literary Text  
Lexile 100L

### *Wind*

by Marion Dane Bauer  
Informational Text  
Lexile 370L

### *From Acorn to Oak Tree*

by Jan Kottke  
Informational Text  
Lexile 410L

### *On the Same Day in March: A Tour of the World's Weather*

by Marilyn Singer  
Informational Text  
Lexile 540L



# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that asking questions helps them understand the text.

### CENTER TASKS

- As they read books during independent reading, have children ask and answer questions about key details and information.
- Have children dictate or write questions about an independent reading book in the first column of a T-chart. Have them look for answers to their questions as they read and dictate or write the answers in the second column.
- Have children ask a question about the weather. Have a partner look for an answer to the question in the books they have read about weather. Then have partners switch roles. Have them continue until both partners have asked and answered several questions.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that writers have a purpose for writing.

### CENTER TASKS

- Have children choose an independent reading book and dictate or write to tell the writer's purpose for writing the book.
- Have children choose a weather topic and complete a main idea chart about the topic. Have them share their chart with a partner and talk about their purpose for writing.
- Have partners discuss different purposes for writing. Have children choose a purpose and then dictate or write about a weather topic. Remind them to keep their purpose in mind as they write.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that asking questions helps them understand the text.

### CENTER TASKS

- Have children identify question words. Then have partners take turns using the words to ask questions about books they have read.
- Have children write a question about an unknown word in an independent reading book. Have partners trade questions and look for information in the book that answers the question.
- Have children create a T-chart with the headings “Words” and “Meanings.” As children read books during independent reading, have them dictate or write questions they have about unknown words in the first column. Have them find the meanings of the words and dictate or write the meanings in the second column.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that asking and answering questions leads to new information.

### CENTER TASKS

- Have children ask questions about the weather in your community. Have them research the answers in books, newspapers, or web sites about your community or area..
- Have children create a poster of the weather in your community. Have them research what the weather is like in each season and draw a picture that shows the weather for each season.
- Have children ask questions about weather that the books they have read do not answer. Have them find the answers in books or articles from the library or the Internet. Then have them dictate or write new information they learned in a word processing document.

## LESSON OBJECTIVE

Ask and answer questions about a text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *What Will the Weather Be?* and work through the lesson: *Writers understand that writers have a purpose for writing.*



## First Read of the Lesson

**EXPLORE THE TEXT** Introduce the book *What Will the Weather Be?* to children. Display the front and back cover as you name each. Point to the title, the author's name, and the illustrator's name as you read them aloud. Ask children to explain the role of the author and illustrator when creating a book. Turn to the title page and explain what a title page is and its purpose. Return to the front cover to discuss the illustration. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on what the text is mostly about. Discuss the questions below with children. Have them draw their answer to the question on page 151 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on the key details of forecasting the weather. Use the following questions to lead the discussion.

- **Why were people not prepared for the winter storm on March 9, 1999?** (The weather forecast was wrong. The people thought only one or two inches of snow were coming.) **Key Ideas and Details**
- **What causes the weather to change?** (The wind blows and brings new air.) **Key Ideas and Details**
- **Why are fronts important to know about when forecasting the weather?** (Most changes in the weather happen along fronts.) **Key Ideas and Details**
- **Look at the illustration on page 18. Listen to this sentence:** “Meteorologists, people who study the weather, try to predict where fronts will form.” **Who are the people in the illustration?** (Meteorologists) **What are they doing?** (They are studying the weather to predict where fronts will form.) **Integration of Knowledge and Ideas**
- **Why do meteorologists need to predict where fronts will form?** (Fronts are where the weather changes. People will need to know what kind of weather to expect.) **Integration of Knowledge and Ideas**
- **Listen to this sentence:** “Luckily, the air pressure is high most of the time.” **Why is high air pressure a lucky thing?** (When the air pressure is high, the weather is dry and sunny.) **Key Ideas and Details**
- **Think about the entire book. What does the writer of this text want readers to understand?** (Forecasting the weather is not easy. Weather is hard to predict.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand what the word *forecast* means. A *forecast* is a statement or report of what is going to happen. A weather forecast tells what the weather might be. If possible, show a weather forecast from a newspaper or online.

#### STRATEGIC SUPPORT

**READING ANALYSIS** Children may have difficulty understanding fronts based on the illustrations. Explain to children that you cannot see the front where the cold air and warm air meet. Meteorologists have to use different measurements to find where fronts are located.

## READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Identify the main topic of a text and a key detail that supports it.

### Text-Based Vocabulary

- sinking, p. 25
- puffy, p. 25



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *What Will the Weather Be?* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meaning of the words in the Lesson 1 boxes on page 153 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

Arrange children in small groups and have them go back to the text to identify details about forecasting the weather. Guide the discussion with the **Small Group Discussion Routine**. Encourage children to stay on one topic. Explain to the groups that one way to stay on topic is to keep adding more things to the topic instead of starting over with a new topic. Encourage groups to continue the conversation through multiple exchanges.

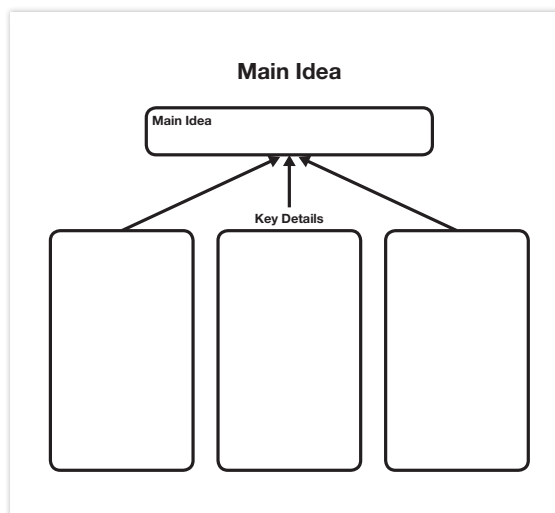
You may wish to provide a model through a think aloud, such as the following: *On page 11, the text says that when new air pushes against old air, it is called a front. A front is where the weather changes.*

When small groups have finished discussing the details, have them point out specific illustrations that helped them better understand the text. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you think being a meteorologist would be a fun job? Say your opinion.* (Possible responses: Yes, because weather is interesting and always changing. No, because forecasting is very hard to do.)

## Reading Analysis Main Topic

Explain to children that an author has a purpose, or reason, for writing a text. An author can write to inform, to persuade, or to entertain. Discuss the meanings of *inform*, *persuade*, and *entertain*. Then ask children to identify the author's purpose for writing *What Will the Weather Be?* (To inform) Tell children that the author's purpose can sometimes help a reader determine the main topic, or idea, of the text. Help children identify the main topic, or idea, the author is informing about. Ask them to tell what the text is mostly about.



**KEY IDEAS AND DETAILS** Use the Main Idea graphic organizer to record children's responses. Model for children how to identify one key detail from the text that supports, or tells more about, the main topic. Remind children that details can be found in the words and illustrations.

- What is this text mostly about?
- What is one detail that supports the main topic, or idea?
- Where can I find a detail that supports the main topic of a text?

## Independent Reading Practice

**READING ANALYSIS: MAIN TOPIC** Have children look back in the text to find one detail that tells more about the main topic. Tell them to draw and dictate or write the detail on a sheet of paper.

**WRITING IN RESPONSE TO READING** Remind children of the main topic, or idea. Do you think it is easy or hard to forecast the weather? Support your opinion with details from the text. Have children turn to page 157 in their *Reader's and Writer's Journal* and dictate or write their response.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Identify the main topic and a key detail that supports it.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify a key detail that supports the main topic, **then...**use the Reading Analysis lesson in small group to help them use the main topic to identify details that support it.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Review the main topic, or idea, of *What Will the Weather Be?* Then read aloud page 15 and model how to identify “Cold fronts cause sudden storms, but they usually do not last long” as a detail that supports, or tells more about, the main topic. Then guide children to identify a detail on pages 16–17.

## Close Reading Workshop

**Revisit *What Will the Weather Be?*** Read pages 22–23 of *What Will the Weather Be?* and display the illustrations. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 **What details can you find about air pressure?** (Possible responses: Air has weight. Air inside me and air around me push against each other.)
- 2 **Do you think it was a good idea for the author to use a basketball as an example of air pressure? Use details from the words and picture to support your opinion.** (Possible response: Yes, because air pressure is a hard thing to understand. I know what a basketball is, so I can better understand air pressure. The illustrations help too.)
- 3 **What questions would you like to ask a meteorologist about air pressure?** (Responses will vary.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify a key detail that tells about the main topic of *What Will the Weather Be?*,  
**then...**extend the Reading Analysis lesson by having children identify more details from the text.

## Reading Analysis

Provide children with several sheets of paper. Display other pages from the book one spread at a time and read the text aloud. Have children draw or write a detail from the spread that tells more about the main topic. Then have children share their details with a partner. Use the following questions to guide the discussion.

- **Did you identify the detail in the words or illustrations?** (Responses will vary.)
- **Review your pictures and writing. How does each detail you identified support the main topic?** (Possible response: The details tell more information about the main topic.)
- **Why is identifying the main topic of a text important?** (Possible response: It helps me better understand what I am reading.)
- **Why are key details important in an informational text?** (Possible responses: They provide more information about the topic. They make the text more interesting to read.)



## WRITING OBJECTIVES

- Ask and answer questions when writing.
- Spell words.

# Writing

## Informative/Explanatory Writing

### Ask and Answer Questions

**TEACH** Explain to children that when writing informational text, a writer tries to answer questions that a reader might have. Sometimes a writer will use questions in the text to show readers what types of questions the text is trying to answer.

- What questions does the writer ask?
- How does the writer answer the questions?

**ANALYZE THE MODEL** Through the discussion, help children understand the features of a question. Review the different question words as well as the appropriate punctuation for questions. Explain to children that the title of the book is a question that helps readers understand what they should be able to answer when they finish reading the book:

What will the weather be?

Uses the question word *what* and ends with a question mark. This question provides a clue to what the reader will learn.

Help children focus on the features of the questions on page 9:

Is the air warm or cold?  
Is it windy or still?  
Is the sky clear?  
Or is it covered with dark clouds?

The questions use the word *or* to tell two choices as possible answers. Questions about the weather are sometimes a choice between two options.

Explain to children that the writer of *What Will the Weather Be?* uses questions in the text to show readers what they should expect to learn about. Questions about the weather are sometimes a choice between two opposite options.

Tell children that when they read, they can write their own questions about the text. Then they can write the answers to their questions.

**TEACH AND MODEL** Remind children that when spelling a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *dot*. Have children repeat the word after you. Then segment the sounds in the word as you write *d*, *o*, *t* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 155 in their *Reader's and Writer's Journal*.

**APPLY** Have children listen as you say the word *red*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *cob*. Then have partners check each other's spelling.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Discuss the features of these questions with children: Will it be warm or cold? Should we wear shorts or pants? Should we wear shoes or boots? Then have children practice asking and answering questions about the book, *What Will the Weather Be?*, to learn new information. Ask children to dictate or write their questions on a sheet of paper. Then have them work with a partner to answer the questions. Remind children that the answers will provide information about the topic of their questions.

Remind children how the writer of *What Will the Weather Be?* formed her questions.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their questions. If they have access to a printer, have them print out their questions.

## Writing Wrap-Up

Have children share their questions and answers with the class.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SENTENCE STRUCTURE** Children may have difficulty writing questions. Review the question words they have learned: *who*, *what*, *where*, *when*, *why*, and *how*. Remind children that questions are complete sentences that begin with an uppercase letter and end with a question mark. You may also need to review how to write a question mark. Draw one on the board for children to copy.

#### STRATEGIC SUPPORT

**READING ANALYSIS** If children have difficulty answering their questions from *What Will the Weather Be?*, model how to use the text and illustrations to answer one of them. Then guide them through answering one on their own.



## LESSON OBJECTIVE

Identify and describe the connection between the illustrations and words.

## READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Engage in group reading activities.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pages 4–9 of *What Will the Weather Be?* and work through the lesson: *Learners understand that asking and answering questions leads to new information.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children review the illustrations on the front cover and title page. Have volunteers share something they learned about weather forecasts. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud pages 4–9 of *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the details in the words and illustrations. Discuss the questions below with children. Have them draw their answer to the question on page 151 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on how weather affects our daily lives. Use the following questions to lead the discussion.

- **What was the weather like on March 9, 1999, in Washington, D.C.?** (It was gray and cloudy. It snowed 8 inches.) **Key Ideas and Details**
- **Why was this a bad thing?** (People did not expect that to happen and they were not prepared. The forecast told them only two inches of snow would fall.) **Key Ideas and Details**
- **Look at the illustration on pages 4–5. The boy and girl are eating and watching the forecast on TV. Why do you think they are watching the weather forecast?** (They might want to know what they should wear when they go outside.) **Integration of Knowledge and Ideas**
- **Look at the illustration on pages 6–7 and listen to the words. What happens when there is too much snow and people are not prepared for it?** (Many cars and buses get stuck in the snow. Airports close. Schools close.) **Key Ideas and Details**
- **What is the purpose of a weather forecast?** (It tells us what kind of weather is coming.) **Key Ideas and Details**
- **Why is it easy to see what the weather is like right now?** (You can go outside and look.) **Key Ideas and Details**
- **What questions do you have about this section?** (Responses will vary.) **Key Ideas and Details**
- **How can asking and answering questions lead to new information?** (Possible response: When I do not know something, I can ask to find out more about it. That is how I learn new things.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**IDIOM** Help children understand the idiom “called for” in the sentence “The weather forecast called for an inch or two of snow.” *To call for* means to calculate in advance.

#### STRATEGIC SUPPORT

**CONTENT SUPPORT** Children may have difficulty understanding why weather forecasts are so important. Ask them to think about how they know what to wear in the morning or if they need to wear rain boots or bring an umbrella.

## READING OBJECTIVES

- Ask and answer questions to seek help, get additional information, or clarify something.
- Tell how the words and illustrations in a text are related.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 4–9 of *What Will the Weather Be?* For the word, check children’s understanding. Ask them if they *know the meaning*, *know it a little*, or *don’t know it at all* and record their responses in a chart. Teach the word children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meaning of the word in the Lesson 2 box on page 153 in their *Reader’s and Writer’s Journal*.

## Text-Based Vocabulary

- predicting, p. 9

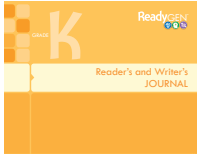
## Text-Based Conversation

As a class, go back to pages 4–9 to ask and answer questions about what children have read. Explain to children that during conversations and discussions, speakers and listeners ask and answer questions. Sometimes speakers and listeners ask and answer questions to get help, get information, or clarify something that is not understood. Guide the discussion with the **Whole Class Discussion Routine** and the following questions.

- Which part of this section do you not understand? What question can you ask about it?
- What extra information would you like to know about these pages?
- How can we find answers to your questions?

When the class is finished discussing their questions and answers, have them each write one question on a sheet of paper. Tell them to find the answer in the text or tell a way they can find the answer to their question. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you think weather is unpredictable? Say your opinion.* (Possible responses: Yes, because forecasts are not always right. No, because the weather stays pretty much the same for a few days at a time.)



Remind children that the illustrations and the words in an informational text are related, or connected. Sometimes the illustrations show details about what the words describe. Sometimes the illustrations show more information about the topic of the text. Readers can identify the information in an illustration and connect it to the words in the text to help them better understand what they are reading.

**KEY IDEAS AND DETAILS** Display a T-chart with the headings *Illustrations* and *Words*. Then show the illustration on pages 4–5. Have children identify details about the house and weather in the illustration. Record their ideas in the first column of the chart. Then read aloud the text and have children identify details they hear about the weather. Write their ideas in the second column. Use the following questions to help children identify details.

- What details does the illustration show?
- What details do the words say?
- How do the words and illustrations connect?

T-Chart


## Independent Reading Practice

**READING ANALYSIS: CONNECT ILLUSTRATIONS AND TEXT** Have children use a T-chart to identify the details in the illustrations and words on pages 6–7. Then have them use the completed T-chart to explain how the illustrations and words are related, or connected.

**WRITING IN RESPONSE TO READING** Have children think about how illustrations and words can relate, or connect. Have them look at the illustration on pages 8–9 as you read the page. [Do you think the illustration on the pages match the words on the page? Why or why not?](#) Tell children to turn to page 157 in their *Reader's and Writer's Journal* and dictate or write a response.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Tell how the words and illustrations in a text are related.
- Build fluency through oral reading.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to explain how illustrations and words are related, **then...**use the Reading Analysis lesson in small group to help them work through the T-chart.

## Reading Analysis

Model how to use the details in the chart to talk about how the illustration and text are related. Point to a detail in the *Illustration* column (for example, *It is snow*). Then point to a related detail in the *Words* column (for example, *an inch or two of snow*). Help children understand that the snow in the illustration is the weather that was forecast in the text. Guide children to talk about other ways the words and illustration are related.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 159–160)

## Oral Reading



Distribute *I Can Read Reader 16* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Let’s Sell Stuff!”. Review the irregularly spelled words, *one*, *two*, *four*, *to*, and *what*. You may want to review the words in the title, *Let’s Sell Stuff!* **Let’s read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the following activity.

- **What is some stuff they are trying to sell?** (Caps, rug, figs)
- **Circle the title of the story.**

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how the illustration and words are related, **then...**extend the Reading Analysis lesson by having children connect the illustration and words on pages 8–9.

## Reading Analysis

Provide pairs of children with a T-chart labeled *Illustration* and *Words*. Display the illustration on pages 8–9 as you read aloud page 9. Have partners draw, dictate, or write details about the illustration and the words in the appropriate column in their T-chart. Have them tell how the illustration and text are related, or connect. Then ask partners to discuss whether or not the details in the illustrations helped them better understand the text. Use the following questions to guide the discussion.

- **What details do you see in the illustration?** (Possible response: A boy and girl are staring up at the sky.)
- **What details does the writer tell in the words?** (Possible response: There are different ways to tell about the weather.)
- **After looking at both columns in your chart, what questions do you still have about the information on this page?** (Responses will vary.)
- **What would you change in the illustration to make it have a better connection with the words?** (Responses will vary.)

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity on p. 144.



## WRITING OBJECTIVES

- Dictate or write to describe the weather.
- Print short sentences using knowledge of uppercase and lowercase letters.

# Writing

## Informative/Explanatory Writing

### Describe the Weather

**TEACH** Explain to children that when writing informational text, writers use details to describe a person, place, thing, or event that they are writing about. The details help the reader better understand the topic of the text.

- What is the topic of the text?
- What words does the writer use to describe the events?

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer uses certain words to describe the weather:

Is the air **warm** or **cold**?

The air can feel **warm** or **cold**. It cannot be both at the same time.

Is it **windy** or **still**?

The air can be **windy** or **still**. It cannot be both at the same time.

Is the sky **clear**?  
Or is it covered with **dark clouds**?

The sky can look **clear** or be covered by **dark clouds**. It cannot be both at the same time.

Explain to children that the writer uses words that we would use in our everyday lives. When we look out the window to tell about the current weather, these might be words we would use to describe the conditions. Tell children that they can use these words and other weather words they have learned to write about what the weather is like outside.

**TEACH AND MODEL** Write these short sentences on the board: *It snows a lot! The air is warm. I am tired.* Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences.

**APPLY** Have children copy the first sentence on page 155 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of a word and between the words in the sentence. Check to see that they print an uppercase letter at the beginning and put an exclamation point at the end. For additional practice, have children copy the remaining sentences on a separate sheet of paper.

## Independent Writing Practice

**WRITING** Review the words from *What Will the Weather Be?* that can be used to describe the weather. As a class, brainstorm other words that can be used to describe the weather. Create a list on the board for children to refer to as they write. Then have children draw and dictate or write a sentence or two to tell about the current weather. Tell children to look out the window and describe what they see.

Remind children that the writer of *What Will the Weather Be?* uses one or two words to tell about the weather. If children want to add more details to their sentences, they can. Encourage children to reread their writing to check for complete sentences and correct end punctuation.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.



## Writing Wrap-Up

Have children share their picture and sentence with the class. Have the class identify the word or words that are used to describe the weather.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SENTENCE CONVENTIONS** Review the conventions of a complete sentence. Explain that sentences always begin with an uppercase letter and end with a punctuation mark, such as a period. For each example sentence, have children name each uppercase and lowercase letter and point to the punctuation mark.

#### STRATEGIC SUPPORT

**HANDWRITING** If children struggle with printing short sentences, have them first print the letters individually. Then have them work on one word at a time. After each word is printed, remind them to leave space before printing the next word.

## LESSON OBJECTIVE

Use details from a text to compare and contrast details about a topic.

## READING OBJECTIVES

- Make connections between text and illustrations to tell details.
- Engage in group reading activities.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pages 10–17 of *What Will the Weather Be?* and work through the lesson: *Writers understand that writers have a purpose for writing.*



## First Read of the Lesson

**EXPLORE THE TEXT** Review the illustrations on pages 4–7. Have children discuss why weather forecasts are important in our daily lives. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud pages 10–17 of *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the author's purpose for writing as well as asking and answering questions. Discuss the questions below with children. Have them draw their answer to the question on page 151 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on how the illustrations help readers understand the words. Use the following questions to lead the discussion.

- Look at the illustration on pages 10–11. Listen to these sentences: “The new air pushes against the old air. The place where this happens is called a front.” How does the illustration connect to the words? (The illustration uses an arrow to show how the air moves. It also draws a line where the old air and new air meet and a front forms. The illustration shows what the words say.) **Integration of Knowledge and Ideas**
- What happens when cold air pushes up against warm air? (A cold front forms.) **Key Ideas and Details**
- How does warm air move when there is a cold front? (Warm air is pushed up.) **Key Ideas and Details**
- **Vocabulary** Read aloud page 12. Tell children to listen for the word *liquid*. The word *liquid* means “a substance that flows freely.” What happens when the liquid high in the sky clumps together? (It makes clouds.)
- What kinds of weather happen during a cold front? (Rain, thunder, lightning, snow) **Key Ideas and Details**
- What is the weather like after a cold front passes? (The sky is clear and the weather is colder.) **Key Ideas and Details**
- What kinds of weather happen during a warm front? (There might be a light shower, or it may drizzle for a few days.) **Key Ideas and Details**
- What is one way that a cold front is different from a warm front? (Cold fronts change weather suddenly. Warm fronts change weather slowly.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand what *turns* means in the phrase “the water vapor turns to liquid.” Children may think it means “to face a new direction.” In this instance, it means “to change to another condition.”

#### STRATEGIC SUPPORT

**READING ANALYSIS** Children may have difficulty understanding the types of weather associated with cold fronts. In the warmer seasons, there could be thunderstorms. In the colder seasons, it would snow a lot.

## READING OBJECTIVES

- Follow agreed-upon discussion rules.
- Identify key details about a topic.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 10–17 of *What Will the Weather Be?* For each word, check children’s understanding. Ask them if they *know the meaning*, *know it a little*, or *don’t know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 3 boxes on pages 153–154 in their *Reader’s and Writer’s Journal*.

### Text-Based Vocabulary

- howl, p. 12
- clump, p. 12
- wispy, p. 16
- drizzle, p. 17

## Text-Based Conversation

Have children work in small groups to compare and contrast warm fronts and cold fronts. Ask them to use drawings or other visuals such as graphic organizers to help them organize their ideas. Remind children to follow discussion rules such as taking turns speaking and listening attentively when others are speaking. Use the **Small Group Discussion Routine** to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *I see on page 11 that both warm fronts and cold fronts are made when new air pushes against old air.*

When small groups are finished comparing and contrasting warm fronts and cold fronts, have them share with the class. Write children’s suggestions in a Venn diagram. Then review the completed Venn diagram. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Which kind of front would you rather be in? Say your opinion and support it with reasons.* (Possible responses: Warm front because I like when it drizzles and there is warmer weather when it passes by. Cold front because I like big storms.)



## Reading Analysis Key Details

Remind children that an informational text tells facts about a topic. Informational texts use key details, or important details, to tell more information about a topic. Sometimes readers can look at one section of an informational text, identify the topic, and then find key details to better understand the topic. Remind children that they can use the illustrations in an informational text to find more details or clarify the details in the words.

**KEY IDEAS AND DETAILS** Use the following questions to help children identify the key details about fronts from pages 10–11 in *What Will the Weather Be?* Have them draw or write the details in the first column of a three-column chart.

- What is a front?
- What causes fronts?
- Why are fronts important when forecasting weather? What happens along fronts?


## Independent Reading Practice

**READING ANALYSIS: KEY DETAILS** Have children find details about warm fronts and cold fronts on pages 12–17. Have them draw or write the details about cold fronts in the middle column and warm fronts in the right column.

**WRITING IN RESPONSE TO READING** Have children think about the details they learned about warm fronts. Ask children to turn to page 157 in their *Reader's and Writer's Journal* and draw a picture on a separate piece of paper of the kind of weather that could happen when a warm front comes in. Dictate or write a sentence to tell about your picture.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, ask them what the writer's purpose was for writing.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Identify key details about a topic.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify key details about a topic, **then...**use the Reading Analysis lesson in small group to help them work through the three-column chart.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

## Reading Analysis

Review the first column of the three-column chart. Read aloud the parts of the book where those details came from. Then turn to page 12 to read aloud details about cold fronts. Model how to identify a key detail, such as “when cold air pushes against warm air, we say there is a cold front.” Help children draw or write the detail in their chart. Continue with pages 13–15 for cold fronts and pages 16–17 for warm fronts.

## Close Reading Workshop

**SLEUTH WORK** Read aloud “Our Snowy Discovery” on page 251 of this Teacher’s Guide. Then discuss the following questions with the group. You may wish to reread sections of the text to verify children’s answers.

- Listen closely to this sentence: “‘Let’s not waste this special time.’” To waste something means to not get the full benefit from something. Why doesn’t Mom want to waste the special time? (It’s the perfect day because it’s cold, but the sun is shining. Those kinds of days don’t happen a lot.)
- Why is looking for animal tracks in the snow a good way not to waste the special day? (You have to be outside to look for animal tracks, so the family will not waste the good weather by sitting inside.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify key details about a topic,  
**then...**extend the Sleuth activity by having children identify key details that tell about the events in the story.

## Reading Analysis

Remind children that key details can also be in literary stories. In stories, key details can tell more about the characters, setting, and events. Have children listen as you read aloud “Our Snowy Adventure.” Create a three-column chart on the board labeled *Characters*, *Setting*, *Events*. Ask children to identify details from the story to add to each column. Use the questions below to guide the discussion. Write children’s responses in the appropriate columns. After the chart is complete, have children use the details in any column to say one complete sentence about the characters, setting, or events.

- **What details tell more about one of the characters?** (Possible response: Mom wants to do something outside.)
- **What details tell more about the setting?** (Possible responses: snow on the ground; cold; sun is shining)
- **What details tell more about the events in the story?** (Possible response: They see wild turkey animal prints in the snow.)
- **How do the details make this story more interesting?** (Responses will vary.)



## WRITING OBJECTIVES

- Dictate or write to compare and contrast details about weather.
- Identify and use prepositional phrases.

# Writing

## Informative/Explanatory Writing

### Compare and Contrast Weather

**TEACH** Remind children that when we tell how two things are alike, we compare them. When we tell how two things are different, we contrast them. In an informational text about weather, the writer provides details that readers can use to compare and contrast different types of weather.

- What do the words and illustrations tell about cold fronts?
- What do the words and illustrations tell about warm fronts?
- How are cold fronts and warm fronts alike? How are they different?

**ANALYZE THE MODEL** Through the discussion, help children understand that they can use the details that the writer gives in the words and illustrations to compare and contrast cold fronts and warm fronts. Read aloud the sentences below from pages 12–15:

Cold fronts move **fast**.  
They make the wind **howl**.  
The clouds grow **big and dark** as more air rises.  
Cold fronts cause **sudden storms**, but they usually **do not last long**.  
After a cold front passes, the sky clears and the weather is **colder**.

Uses the words and phrases **fast, howl, big and dark, sudden storms, do not last long, and colder** to describe cold fronts.

Read aloud the sentences below from pages 16–17:

Warm fronts move **slowly**.  
They make the wind **blow just a little**.  
**Wispy** clouds cover the sky.  
There may be a **light shower**. Or it may drizzle for a **couple of days**.  
After a warm front passes, the sky clears and the weather is **warmer**.

Uses the words and phrases **slowly, blow just a little, wispy, light shower, couple of days, and warmer** to describe warm fronts.

Read aloud sentences about each front that are similar. For example, read aloud “Cold fronts move fast” and “Warm fronts move slowly.” Compare warm fronts and cold fronts by stating that both fronts move. Contrast them by stating that they move at different speeds. Tell children that they can use details such as these to write about how two kinds of weather are alike and different.

## Conventions Prepositional Phrases

**TEACH AND MODEL** Remind children that a preposition is a word that tells how a noun is related to another word in a sentence. A preposition is the first word in a group of words called a prepositional phrase. Write *to*, *from*, *in*, and *out* on the board and explain that these words are prepositions.

Sam walks **to school**.  
Jan got a balloon **from Dad**.  
The cat sits **in the window**.  
The dog ran **out the door**.

*To school* tells where Sam walks.  
*From Dad* tells who gave the balloon.  
*In the window* tells where the cat sits.  
*Out the door* tells where the dog ran.

**APPLY** Have children turn to page 155 in their *Reader's and Writer's Journal*. Read the sentences aloud and have children circle the preposition and underline the prepositional phrase in each. On a separate sheet of paper, have them dictate or write their own sentence using the preposition *to*, *from*, *in*, or *out*.



## Independent Writing Practice

**WRITING** Have children choose two kinds of weather and dictate or write two sentences that compare and contrast the two kinds of weather. Remind children that their sentences should supply some information about the kinds of weather.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

## Writing Wrap-Up

Ask volunteers to share their comparisons and contrasts with the class.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PREPOSITIONAL PHRASES** Some languages use different prepositions to express the same ideas. Use each preposition, *to*, *from*, *in*, and *out*, in a classroom context so children can visually see the connection. For example, as you put a sheet of paper in a folder, say *The paper is in the folder*.

#### STRATEGIC SUPPORT

**PREPOSITIONAL PHRASES** Children may struggle to grasp the concept of a prepositional phrase. Ask children *where*, *who*, or *how* (depending on the sentence) after saying a sentence with a prepositional phrase. For example, after saying *Sam walks to school*, say *Where does Sam walk?*

## LESSON OBJECTIVE

Ask questions in order to better understand the key details in a text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Make connections between illustrations and text to ask and answer questions.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pages 18–21 of *What Will the Weather Be?* and work through the lesson: *Readers understand that asking questions helps them understand the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display the illustrations on pages 4–19 one at a time. Have children recall what they have learned about forecasting weather so far. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud pages 18–21 of *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the illustrations help answer any questions they may have. Discuss the questions below with children. Have them draw their answer to the question on page 152 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on what meteorologists do. Use the following questions to lead the discussion.

- **What are meteorologists?** (They are people who study the weather.)  
**Key Ideas and Details**
- **Why do meteorologists want to predict where fronts will form? Think about what you have learned about the weather that happens along a front.** (Fronts are where the weather changes. Meteorologists want to find where fronts will form so they can tell what kind of weather to expect.) **Integration of Knowledge and Ideas**
- **What are thermometers used for?** (They measure the temperature of the air.) **Key Ideas and Details**
- **Why are thermometers important for meteorologists to use when predicting where fronts will form?** (Fronts are when cold air pushes against warm air or when warm air pushes against cold air. Meteorologists can predict fronts when they know where cold air and warm air might meet.) **Integration of Knowledge and Ideas**
- **What parts of the wind do meteorologists want to measure?** (Where it moves and how fast it goes.) **Key Ideas and Details**
- **Vocabulary** Listen to these sentences: “Lots of water vapor rises from the ocean. That is why air along coastlines feels humid.” Look at the illustration on page 21. What is a coastline? (Land along the ocean) What words in the sentences help you figure out what the word means? (Ocean) How does the illustration help you? (It shows a boy by the coastline. I can see what a coastline is.)

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand the concept of humidity. Have children look at the illustration of the boy by the water. Explain that he is sweating because there is a lot of moisture, or water, in the air. It makes the air feel damp on your skin.

#### STRATEGIC SUPPORT

**READING ANALYSIS** Children may struggle to understand why meteorologists need to measure temperature, wind, and humidity. Explain how those things help meteorologists determine where fronts might form. Fronts involve cold air, warm air, wind movement, and water vapor. They are where weather changes.

## READING OBJECTIVES

- Participate in a collaborative conversation with a partner.
- Ask and answer questions about key details in a text.

### Text-Based Vocabulary

- measure, p. 19
- temperature, p. 19



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 18–21 of *What Will the Weather Be?* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meaning of the words in the Lesson 4 boxes on page 154 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

Arrange children into pairs. Have children pretend that they are meteorologists. They will take turns explaining one thing they do. Encourage children to ask each other questions and use the text to try to answer them. Remind children of the classroom speaking and listening rules, and encourage them to follow these rules as they participate in the discussion. Use the **Paired Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *I am a meteorologist. I study the weather. People need to know what the weather is so they can wear the right clothes and plan things to do.*

After pairs have taken turns being a meteorologist, have them share one thing with the class. Create a class list on the board. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Would you want to be a meteorologist? Why or why not? Say your opinion.* (Possible responses: I would want to because I like the weather. I would not want to because it seems really hard.)

## Reading Analysis Ask and Answer Questions

Remind children that in informational texts, writers tell information about a topic. Readers can ask and answer questions about the information to help them better understand what they are reading.

**KEY IDEAS AND DETAILS** Display pages 18–19 of *What Will the Weather Be?* and read the text aloud. Model how to ask a question about the information on the pages. For example, *Why do meteorologists use thermometers?* Write the question in the left column of a T-chart labeled *Questions*. Then model how to look for the answer in the illustrations and text. For example, *I see in the illustrations that the thermometers show temperatures. They write the temperatures on paper. The text says they find out where the warm air is and where the cold air is so they can predict where fronts will form.*

Record your answer in the right column of a T-chart labeled *Answers*. Then have children ask and answer more questions about the pages. Record their ideas on the chart.


## Independent Reading Practice

**READING ANALYSIS: ASK AND ANSWER QUESTIONS** Display pages 20–21 and read the text aloud. Have children ask questions about the information on the pages. Then have them answer the questions using the pictures and text. Record their questions and answers on the T-chart.

**WRITING IN RESPONSE TO READING** Have children use the illustrations and text to answer this question: What is one thing a meteorologist does? Have children turn to page 158 in their *Reader's and Writer's Journal* and dictate or write a response.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Build fluency through oral reading.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to ask and answer questions about the text, **then...**use the Reading Analysis lesson in small group to help them work through the chart.

## Reading Analysis

Review the T-chart with questions children asked and answered about pages 18–19. Then model how to ask a question about pages 20–21. For example, [How are a wind vane and an anemometer alike and different?](#) Guide children to find details in the illustrations and text to answer your question. Then help children ask and answer their own questions about the pages.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 159–160)

## Oral Reading

Have children revisit their *I Can Read Reader 16*. Review story words that children may need help reading, *let's*, *sell*, *stuff*, *four*, and *figs*. Read aloud each sentence and have children repeat after you. Ask the following question and ask children to complete the following activity.

- [What does Bud buy?](#) (Four caps)
- [Circle a question mark in the story.](#)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to ask and answer questions about a text, **then...**extend the Reading Analysis lesson by having children fill in a T-chart with questions and answers about pages 4–17 of *What Will the Weather Be?*

## Reading Analysis

Provide children with a T-chart labeled *Questions* and *Answers*. Display pages 4–17 one at a time and have children draw, dictate, or write questions about the illustrations in the first column. Then read aloud the text on the pages and have them draw, dictate, or write their answers to their questions in the second column. Then have children compare and contrast their charts with a partner or small group. Use the following questions to guide the discussion

- **What part of the illustration made you think of the question?** (Responses will vary.)
- **Was the answer on the same page with the illustration or did you find the answer on another page?** (Responses will vary.)
- **Which questions do you and your partner both have?** (Responses will vary.)
- **Are there any questions that you could not find answers to in the text?** (Responses will vary.)
- **How can you find the answers to those questions?** (Possible response: I can look in another book on the same topic.)

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity on p. 160.



## WRITING OBJECTIVES

- Participate in shared research projects.
- Identify and use prepositional phrases.

# Writing

## Informative/Explanatory Writing

### Research the Weather

**TEACH** Explain to children that writers of informational texts often research the topic of the text before they begin writing. Explain that when writers research, they look for information about their topic. Writers can look for information by:

- reading books, newspapers, and magazines from the library
- reading web sites on the Internet
- talking to experts, or people who know a lot about the topic

Tell children that when researching a topic, writers take notes to help them remember the information. Explain that notes are phrases or short sentences that tell the important information writers have learned.

**SHARED RESEARCH** Display an example of a weather forecast for today from a local newspaper or the Internet. Explain to children that a forecast tells what meteorologists predict the weather will be. Point to the picture and explain that it shows what the weather will be like today. For example, a sun means that the day will be sunny. Point to the temperature and explain that the number tells how hot or cold it will be today. Continue with other features of the forecast.

Model how to take notes on the board, such as *sunny* and *warm*, as you work through today's forecast with the class.

Then display pages 18–21 of *What Will the Weather Be?* Explain that meteorologists study, or research, the weather in order to predict what the weather will be. Have children identify the different ways meteorologists study the weather. Explain that children can observe, or notice things about, the weather outside to research what the weather is like.

Have children observe what the weather looks like outside. Take notes on the board of their observations. If possible, take children outside to observe the temperature and wind.

Explain to children that it is important to research to learn information before they begin writing about a topic.

## Conventions Prepositional Phrases

**TEACH AND MODEL** Remind children that a preposition is a word that tells how a noun is related to another word in a sentence. A preposition is the first word in a group of words called a prepositional phrase. Write *on*, *off*, and *for* on the board and explain that these words are prepositions.

We jump **off** the bed.  
Jess fell **on** the stage.  
We found the keys **for** the car.

*Off the bed* tells where we jump.  
*On the stage* tells where Jess fell.  
*For the car* tells which keys.

**APPLY** Have children turn to page 156 in their *Reader's and Writer's Journal*. Read the sentences aloud and have children circle the preposition and underline the prepositional phrase in each. On a separate sheet of paper, have them dictate or write their own sentence using the preposition *on*, *off*, or *for*.



## Independent Writing Practice

**WRITING** Provide children with weather forecasts from a local newspaper or from the Internet that tell what the weather will be like for the next two or three days. Have children study the information and take notes about the weather.

Remind children that looking at the information in a weather forecast is one way to research the weather.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their notes. If they have access to a printer, have them print out their notes.

## Writing Wrap-Up

Ask volunteers to share their notes with the class.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PREPOSITIONAL PHRASES** Some languages use different prepositions to express the same ideas. Use each preposition, *off*, *on*, and *for*, in a classroom context so children can visually see the connection. For example, as you put a book on your desk, say *the book is on the desk*.

#### STRATEGIC SUPPORT

**PREPOSITIONAL PHRASES** Children may struggle to grasp the concept of a prepositional phrase. Ask children *where*, *who*, or *how* (depending on the sentence) after saying a sentence with a prepositional phrase. For example, after saying *We jump off the bed*, say *Where do we jump?*

## LESSON OBJECTIVE

Ask and answer questions to gain more information from a text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pages 22–25 of *What Will the Weather Be?* and work through the lesson: *Learners understand that asking and answering questions leads to new information.*



## First Read of the Lesson

**EXPLORE THE TEXT** Read aloud the title of the book *What Will the Weather Be?* Ask children to discuss whether they think this is a good title for the book. Tell children to use examples from what they have read so far to support their response. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud pages 22–25 of *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the illustrations help them understand a difficult concept. Discuss the questions below with children. Have them draw their answer to the question on page 152 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on understanding the key details about air pressure. Use the following questions to lead the discussion.

- **Why can't we feel the air pressing against us?** (Because the air inside our bodies is pushing out with the same force.) **Key Ideas and Details**
- **Look at the illustration on page 22. How does this help you understand how air presses on everything?** (It shows how air pushes out from inside of things and pushes in from outside.) **Integration of Knowledge and Ideas**
- **What happens when there is no air inside of something?** (It collapses.) **Key Ideas and Details**
- **Think about what you learned about what meteorologists do. Why is air pressure important for them to measure?** (When air pressure changes, the weather changes.) **Integration of Knowledge and Ideas**
- **Listen to this sentence: "When air pressure is high, air is sinking toward earth." Look at the illustration on page 25. How do the words and illustration connect?** (The first illustration has arrows that show air sinking toward earth. The illustration shows what the words say.) **Integration of Knowledge and Ideas**
- **What questions do you still have about air pressure and weather?** (Responses will vary.) **How can asking and answering questions help you learn more information from a text?** (Asking and answering questions can help me find more information in the text and in other books.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand the meanings of the words *may* and *mostly* on page 25. These words show that the kind of weather that comes with high air pressures is possible or what is hoped for. Weather is unpredictable and this might not be the case.

#### STRATEGIC SUPPORT

**CHECK CONTENT** Children may struggle to understand that when the air pressure is low, the air rises. Low pressure means there is less weight pushing the air down to the ground.

## READING OBJECTIVES

- Ask and answer questions to get information or clarify something that is not understood.
- Ask and answer questions about unknown words.

### Text-Based Vocabulary

- force, p. 22
- flattens, p. 23
- collapse, p. 23



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 22–25 of *What Will the Weather Be?* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 5 boxes on page 152 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

Have children work with a partner to discuss the illustrations about the concept of air pressure. Tell them to take turns asking and answering questions about the text. Remind children that sometimes during discussions and conversations, participants will ask and answer questions to get more information about a topic or to clarify information that is in the text. Use the **Paired Discussion Routine** and the following prompts to guide the discussion.

- What is air pressure?
- How does the illustration on page 22 help you better understand the concept of air pressure? How does it relate the information to you?
- When would we want low air pressure? When would we want high air pressure?
- What questions do you still have about air pressure? How can we answer them?

After pairs have asked and answered questions about air pressure, have volunteers share one interesting thing that was brought up in their conversation. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK** **State and Support an Opinion** Use the **Team Talk Routine**. *Do you think it is lucky that the air pressure stays high most of the time? Say your opinion.* (Possible responses: Yes, because the weather stays nice. No, because the plants and earth need rain, which happens during low pressure.)

Explain to children that when readers come across an unknown word in a text, the question they ask themselves is “What does this word mean?” Then they look at the pictures and other words in the text to help them answer that question. As a class, reread sentences and focus on strategies to figure out the meanings of unknown words.

**UNKNOWN WORDS** Read pages 22–23. Tell children to think about what the term *air pressure* means. Tell children that you will use the clues in the sentences and illustrations to determine the meaning of *air pressure*.

- What can I tell about the term *air pressure* just from the two words that make it up? (Possible response: I see *air* and know that air is all around us.)
- What can I find out about the term *air pressure* from the words? (Possible responses: It is something that meteorologists measure. Air has weight and it presses on everything. Air inside of things pushes against the outside of those things.)
- How can I use the illustration to help me figure out what *air pressure* means? (Possible response: The basketball illustrations help me understand that air pushes out from inside the ball and air pushes in from outside the ball. If the air on the outside is stronger, the ball flattens.)

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children use the words and illustrations to determine the meaning of the word *puffy* on page 25. Have them copy the word on a sheet of paper and dictate or write a definition of the word. Help children verify the meaning in a dictionary.

**WRITING IN RESPONSE TO READING** Have children turn to page 154 in their *Reader's and Writer's Journal* and draw a picture that shows the meaning of the word *puffy*. Then have them dictate or write a sentence about weather that uses the word *puffy* correctly.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that asking and answering questions lead to new information.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Ask and answer questions about unknown words in a text.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to ask and answer questions about unknown words, **then...**use the Language Analysis lesson in small group to help them ask and answer questions about an unknown word.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Language Analysis

Review how to use other words and the illustrations as clues to what an unknown word means. Model how to find the meaning of the word *collapses* on page 23 using sentence clues and details in the illustrations. **What does the illustration show? What word in the surrounding sentences is a clue?** Have children draw a picture to show the meaning of *collapses*.

## Close Reading Workshop

**Revisit *What Will the Weather Be?*** Read aloud page 25. Then discuss the following questions with the group. Have children use evidence from the words and illustrations to support their answers.

- 1 **What clues tell you the air pressure is high?** (The sky stays clear, but there may be a few puffy clouds. It won't rain. It is dry and sunny.)
- 2 **Do you think it's lucky when the air pressure is high? Use details from the words and picture to support your opinion.** (Possible response: No, because I like rain.)
- 3 **Think of one question you have about air pressure and weather. Work with a partner to figure out how you can find an answer.**

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to ask and answer questions about unknown words,  
**then...**extend the Language Analysis lesson by having children ask and answer questions about words in the remaining parts of *What Will the Weather Be?*

## Language Analysis

Have children work with a partner to find another unknown, or little known, word in the text. First, have children identify the words and write them on a sheet of paper. Then have children use the other words in the surrounding sentences and the details in the illustration to determine its meaning. With each word, use the following questions.

- **What is the word?** (Responses will vary.)
- Find the sentence in the text with the word and read it aloud. **What can I learn from the sentence the word is used in?** (Responses will vary.)
- **What do you think the word means?** (Responses will vary.)
- **How can you use this word in your daily life?** (Responses will vary.)

After children provide their ideas for what the word means, use a dictionary to find a precise definition. Have children create a picture word card for the words from the text. Have them draw a picture for the word on one side of a card and write the word on the back.



## WRITING OBJECTIVES

- Dictate or write labels.
- Identify and use prepositional phrases.

# Writing

## Informative/Explanatory Writing

### Write a Label

**TEACH** Explain to children that when writing an informational text, a writer sometimes includes photographs or illustrations with labels. A label is a word or phrase added to a picture to name a person, animal, place, or thing in the picture. The label is added next to the person, animal, place, or thing it names.

- What do you see in the illustration?
- What can you name?

**ANALYZE THE MODEL** Through the discussion, help children understand how the writer uses labels to help readers better understand a concept or object. Display page 22 of *What Will the Weather Be?* Point to the illustration of air pressure. Read aloud the first three sentences on the page. Then point out the following labels in the illustration:

air

The label *air* is placed above the arrows in the illustration to show where the air is pressing.

Earth

The label *Earth* is placed on the illustration of the ground to show that the air is pressing on the earth.

Display page 23 and point to the first illustration of the basketball. Read aloud the first sentence on the page. Point out that the label *air* appears twice in the illustration. Explain that the first label *air* is placed above the arrows that point toward the basketball. This shows that air presses on the outside of the basketball. The second label *air* is placed inside the basketball next to the arrows point out. This shows that the air inside the basketball pushes out.

Explain to children that writers can include photographs or illustrations in a book to help readers understand a concept. Labels can help readers understand what an illustration shows.

## Conventions Prepositional Phrases

**TEACH AND MODEL** Remind children that a preposition is a word that tells how a noun is related to another word in a sentence. A preposition is the first word in a group of words called a prepositional phrase. Write *of*, *by*, and *with* on the board and explain that these words are prepositions.

She dropped a can **of** peas.  
The dog sleeps **by** the bed.  
I sat **with** my sister.

*Of peas* tells which can was dropped.  
*By the bed* tells where the dog sleeps.  
*With my sister* tells whom I sat with.

**APPLY** Have children turn to page 156 in their *Reader's and Writer's Journal*. Read the sentences aloud and have children circle the preposition and underline the prepositional phrase in each. On a separate sheet of paper, have them dictate or write their own sentence using the preposition *of*, *by*, or *with*.



## Independent Writing Practice

**WRITING** Have children choose an object they use in the classroom. Tell them to draw a picture of the object and write a label for their drawing. Have children write a sentence that names the object and tells how it is used. Remind children that the object is the topic of their writing and their sentence should supply some information about the topic.

Remind children that labels are one or two words that name an object.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their labels and sentences. If they have access to a printer, have them print out their labels and sentences.

## Writing Wrap-Up

Ask volunteers to share their drawing, label, and sentence with the class.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**LABELS** Children may need support when writing labels in English. Have children say the word for their object in their home language. Then work with children to say and write the correct word in English. If necessary, provide the word for children to copy.

#### STRATEGIC SUPPORT

**WRITING SUPPORT** Children may struggle to think of an object they use in the classroom. Point to different objects, such as a pencil sharpener, stapler, and ruler, and demonstrate how the objects are used. Have children name the objects. List them on the board. Have children choose an object from the list to draw and write about.

## LESSON OBJECTIVE

Ask questions to better understand concepts and vocabulary in a text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Focus on how the reader can use the information in a text.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pages 26–32 of *What Will the Weather Be?* and work through the lesson: *Readers understand that asking questions helps them understand the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Review the illustrations on pages 22–25 and have children recall details about air pressure and weather. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ANCHOR TEXT** Read aloud pages 26–32 of *What Will the Weather Be?* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on uncovering why weather forecasts are important to our everyday lives. Discuss the questions below with children. Have them draw their answer to the question on page 161 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details about weather forecasts. Use the following questions to lead the discussion.

- **What things do meteorologists measure?** (Temperature, humidity, speed and direction of the wind.) **Key Ideas and Details**
- **Where do meteorologists take measurements?** (over the oceans and over the land.) **Key Ideas and Details**
- **Vocabulary** Look at the illustration on pages 26–27. Read aloud the labels *weather buoy*, *weather airplane*, *weather satellite*, *weather station*, and *weather balloon*. Explain that these are other tools that meteorologists use. **Why does the author use labels for these tools?** (Possible response: The labels help readers identify them.)
- **Which tools do you think are used to take measurements over the ocean?** (Weather buoy, weather airplane, weather satellite, weather balloon) **Integration of Knowledge and Ideas**
- Look at the illustration on page 28. Who are these people? (Meteorologists) **How do you know?** (The words on the page tell about what meteorologists do and the illustration shows them doing it.) **Integration of Knowledge and Ideas**
- Read aloud the first paragraph on page 28. **How does this paragraph connect all the information you have read about in the book?** (We have read about all of these things, and now I know that all of them are important parts for creating a weather map.) **Key Ideas and Details**
- **How are weather forecasts important?** (Possible response: They help us decide if schools need to close.) **Key Ideas and Details**
- **What questions did you ask as you read this section of the book?** (Responses will vary.) **How did those questions help you better understand what you were reading?** (Responses will vary.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand the question “What will the weather be?”. Explain that this is asking about something that will happen in the future. It is not known for sure, but meteorologists use measurements to make good guesses.

#### STRATEGIC SUPPORT

**CHECK CONTENT** Children may struggle to understand how weather from other places in the world may affect the weather here. Explain that wind moves the air around, so meteorologists will need to know if the wind might blow a thunderstorm in our direction.

## READING OBJECTIVES

- Participate in a whole class discussion.
- Understand words by relating them to their antonyms (opposites).

### Text-Based Vocabulary

- plot, p. 28
- prepare, p. 31

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 26–32 of *What Will the Weather Be?* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meaning of the words in the Lesson 6 boxes on page 163 in their Reader's and Writer's Journal.

## Text-Based Conversation

As a class, go back to the text and illustrations to identify and describe the purpose of weather forecasts. Use the **Whole Class Discussion Routine** and questions such as the following to help guide the discussion. Encourage children to build on what others say in order to keep the conversation going.

- Where can we find weather forecasts?
- How can weather forecasts help children on their way to school?
- How can weather forecasts help us get ready in the morning?
- In what other ways are weather forecasts important to our lives?

After the class has described the purpose of weather forecasts, ask children to discuss how asking questions about weather forecasts helps them better understand what they are reading. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you think weather forecasts are reliable? Say your opinion.* (Possible responses: Yes, because weather doesn't change that much over a few days. No, because weather is so unpredictable.)



Explain to children that a word that means the opposite of another word is called an antonym. Sometimes readers can understand the meaning of a word when they relate it to a word that has an opposite meaning.

Tell children that *What Will the Weather Be?* uses antonyms. Explain to children that when describing the weather, sometimes the words we use are antonyms.

**ANTONYMS** Read aloud this sentence from page 26: “They find the highs and lows.”

- Which words have opposite meanings? (Highs/lows)
- What does the word *highs* mean? (More than normal) What does the word *lows* mean? (Less than normal)
- How does knowing the opposite meaning help you understand the word? (Possible response: Since I know that *high* means more than normal and *low* has the opposite meaning, I can figure that *low* means less than normal.)

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children listen again to the text on page 26 for other antonyms (warm/cold; damp/dry). Ask children to tell what each word means. Then ask them to explain how the words are opposites.

**WRITING IN RESPONSE TO READING** Have children look at the sets of antonyms from *What Will the Weather Be?* Tell them to choose one set and draw a picture of each word on page 167 in their *Reader’s and Writer’s Journal*. Then have them label each picture with the appropriate antonym.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that asking questions can help them better understand the text.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Identify and define antonyms, or opposites.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand antonyms,  
**then...**use the Language Analysis lesson in small group to help them determine the meanings of other antonyms on page 26.

**If...**children need extra support to understand the story,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Language Analysis

Model how to identify the antonyms *warm* and *cold* on page 26 of *What Will the Weather Be?* Read aloud the sentence “They see where the air is warm or cold, damp or dry.” Determine the meaning of the word *warm* and model how to find a word that has the opposite meaning. Continue with *damp* and *dry*. Show children how to use a dictionary to determine precise meanings.

## Close Reading Workshop

**Revisit *What Will the Weather Be?*** Read page 28 of *What Will the Weather Be?* Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 **What details are shown on a weather map?** (Temperature, humidity, air pressure, arrow to show wind direction, cold fronts, warm fronts)
- 2 **Do you think it takes a long time or a short time to make a weather map? Use details from the words and picture to support your opinion.** (Possible response: A short time because the measurements are put into a computer.)
- 3 **What questions do you think meteorologists have to ask every day as they work on weather maps and forecasting?** (Responses will vary.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to find and define antonyms,  
**then...**extend the Language Analysis lesson by having children use the antonyms in sentences.

## Language Analysis

Use a T-chart graphic organizer to list the antonyms used on page 26 of *What Will the Weather Be?* Write *highs*, *warm*, and *damp* in the first column. Write *lows*, *cold*, and *dry* in the second column. Be sure each set of antonyms aligns. Encourage children to share the meanings of the words. Then have them determine other antonyms that can be used to describe different types of weather. Prompt children with questions, such as **If the day is not sunny, what kind of day is it?** Write the new words in the T-chart. Have children use the words in the T-chart in complete sentences, such as *I wear a coat when it is cold. I wear shorts when it is warm.* Then use the questions below to guide the discussion.

- **Why is it helpful to understand antonyms?** (Possible response: It can help me figure out what words mean if I know their opposites.)
- **How do the words in the two columns relate?** (They have opposite meanings.)



## WRITING OBJECTIVES

- Draw and dictate or write a weather forecast.
- Spell words.

# Writing

## Informative/Explanatory Writing

### Write a Forecast

**TEACH** Remind children that in *What Will the Weather Be?*, the writer explained how meteorologists create a weather forecast. Remind children that weather forecasts tell what meteorologists predict the weather to be. They provide information.

- What is the purpose of a weather forecast?
- How are weather forecasts helpful in our everyday lives?
- What features should be included in a weather forecast?

**ANALYZE THE MODEL** Through the discussion, help children understand the features of a weather forecast and the steps it takes to create one.

Display the illustration on page 31. Point to the meteorologist on the television. Explain that she is showing a forecast. Have children tell what they notice about the forecast. (It shows the temperature. It shows a snowman and snowflakes to show that she predicts snow to come.)

They may call for warm or sunny days.  
Or they may tell us to prepare for snow and strong winds.

The words explain what a weather forecast can possibly show.

They warn farmers when a frost is coming.  
They help us decide whether our schools and airports should be closed down.

The words explain two possible purposes for a weather forecast.

Now display a current three-day or five-day weather forecast from the newspaper or the Internet. Explain to children that weather forecasts can show what weather to expect in the next few days. Discuss the features of the weather forecast, such as temperature.

Remind children that weather forecasts are not always accurate. Have a discussion using textual evidence from *What Will the Weather Be?*

**TEACH AND MODEL** Remind children that when spelling a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *fed*. Have children repeat the word after you. Then segment the sounds in the word as you write *f*, *e*, *d* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 165 in their *Reader's and Writer's Journal*.

**APPLY** Have children listen as you say the word *pet*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *on*. Then have partners check each other's spelling.



## Independent Writing Practice

**WRITING** Have children divide a sheet of paper into two sections to create their own two-day weather forecast. First, have children look outside and draw the weather in the first section. Then have them dictate or write words or a sentence to tell about the weather. Ask children to complete the second section of the sheet of paper for the weather tomorrow. Remind them that tomorrow's weather will be a prediction of what they think the weather will be. Reinforce the idea that meteorologists use a lot of research and data to make weather predictions, but children will just make a guess. Tell them they can use the weather forecast used for the model as a guide to their own writing.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

## Writing Wrap-Up

Have children share their weather forecast with a partner. Have partners talk about how their forecasts are alike and different.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Children may have difficulty choosing words to describe the current weather. Provide choices for them, such as *sunny*, *cloudy*, *rainy*, *cold*, *cool*, *warm*, and *hot*. Then prompt them with simple questions, such as *Do you see the sun?*, and turn their answers into complete sentences for them to say after you.

#### STRATEGIC SUPPORT

**SPELLING** Children may struggle with the sound-spellings of some of the letters. Provide additional practice by writing the letters *d*, *e*, *f*, *n*, *o*, *p*, and *t* on the board. Point to each letter as you say the name of the letter and then the sound that letter spells.

## LESSON OBJECTIVE

Ask and answer questions about key details and unknown words in a text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *Weather Words and What They Mean* and work through the lesson: *Learners understand that asking and answering questions leads to new information.*



## First Read of the Lesson

**EXPLORE THE TEXT** Introduce the book *Weather Words and What They Mean* to children. Display the front cover. Point to the title and the author's name as you read them aloud. Discuss the pictures on the front and back covers. Remind children of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ THE TEXT** Read *Weather Words and What They Mean* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the meanings of the weather words in the book. Discuss the questions below with children. Have them draw their answer to the question on page 161 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close rereading, have children focus on the features of the text. Use the following questions to lead the discussion.

- What do you learn about the book from the title? (The book tells what weather words mean.) **Key Ideas and Details**
- Display page 3. What do you see on this page? (Pictures, words) Point to the first speech bubble. This is called a *speech bubble*. A *speech bubble* is a part of a picture that shows what someone says. What information do you learn from the pictures and the speech bubbles on this page? (The pictures show different kinds of weather. The words in the speech bubbles name the kinds of weather.) **Craft and Structure**
- Display page 8. Point to the heading and read the word aloud. How does the heading help you understand this page? (I know that the page will be about temperature.) **Integration of Knowledge and Ideas**
- The text says that the temperature goes up and down. The air becomes warmer when the sun rises and cooler when the sun sets. What is *temperature*? (How warm or cool the air is) **Craft and Structure**
- Display the illustration on page 14. What do you see in the picture? (Possible response: I see water and a cloud, with arrows pointing up to the cloud.) Why do you think the illustration shows arrows pointing up to the cloud? (The page is about how water from lakes and oceans moves up and forms clouds. The arrows show where the water moves.) **Integration of Knowledge and Ideas**
- What questions can you ask about the words or information in the book? (Possible response: What does *partly sunny* mean?) How can asking these questions help you learn new information? (Possible response: I can learn more about weather when I look for the answers.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand this sentence on page 3: “The weather forecast is FAIR today.” Explain that the word *fair* has more than one meaning. When *fair* is used to talk about the weather, it means the weather will not be stormy or cloudy; the weather will be good.

#### STRATEGIC SUPPORT

**TEXT FEATURES** If children do not understand why speech bubbles are in the pictures, explain that the book is about weather words. The speech bubbles are like captions. They tell what weather each picture shows. The speech bubbles help the reader connect the text with the pictures.

## READING OBJECTIVES

- Participate in conversations.
- Ask and answer questions about unknown words.

### Text-Based Vocabulary

- moisture, p. 6
- boundary, p. 30

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 7 boxes on page 163 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

Have children work in small groups to discuss what they learned about weather words from the text. Guide the discussion with the **Small Group Discussion Routine**. Encourage all children to participate in the discussion.

You may wish to provide a model through a think aloud, such as the following: *I see that page 5 tells about air pressure. What is air pressure? The picture shows arrows pointing down to the earth. The text says that air pressure is air pressing down on the earth.*

When children are finished discussing the weather words, have them share what they learned. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *The author gives her opinion about thunderstorms: she thinks they are scary. Do you agree? Use details from the text to support your opinion.* (Possible responses: Yes, because lightning flashes and thunder makes a loud noise. No, because the loud noise thunder makes is just the air getting hot.)



Remind children that writers of informational texts use specific words to tell information about a topic. Readers can ask and answer questions about words they do not know to help them understand the meanings. Explain that readers can look at the pictures and other words in the book to help them answer their questions. If readers cannot find the answer to a question about a word in the book, they can look for more information about the word in a classroom or online dictionary.

**ASK AND ANSWER QUESTIONS** Display pages 8–9 of *Weather Words and What They Mean*. Model how to ask and answer a question about a word on these pages. For example, *I do not know what the word cooler means. What does cooler mean? The sentence says that when the sun sets, the temperature goes down. Cooler means “a lower temperature.”* Record your question in the first column of a T-chart and your answer in the second column. Have children ask and answer other questions about these pages. Help them find the answers in the text or in a classroom or online dictionary.

**T-Chart**

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## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Provide children with a T-chart with the headings *Questions* and *Answers*. Display pages 10–13 in *Weather Words and What They Mean* and have children dictate or write questions about unknown words on these pages. Read aloud the text and have children listen for clues to the meanings of the words. Remind children that they can also find clues to the meanings of the words in the illustrations. Have children dictate or write the answers to their questions in the T-chart. For questions children cannot answer based on the text, provide a classroom or online dictionary.

**WRITING IN RESPONSE TO READING** Have children review the questions and answers in their T-chart. Then have them choose a word and draw a picture that shows the meaning of the word on page 167 in their *Reader's and Writer's Journal*. Ask them to label the picture with the word.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Ask and answer questions about unknown words.
- Build fluency through oral reading.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to ask and answer questions about unknown words in the text,  
**then...**use the Language Analysis lesson in small group to help them understand the concept.

## Language Analysis

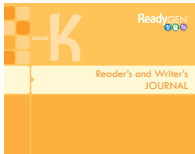
Model how to ask a question about a word in *Weather Words and What They Mean*. Point to the speech bubble on page 10. *I know that air pressure is the force created by the weight of the air pressing down on the earth, but I do not know what high pressure means. What is high pressure?* Read aloud the text on the page. Model how to answer your question using the information. *The text says that high pressure is when the particles of air are close together. It makes the air feel cool and dry.* Help children ask and answer their own questions about the words in the book.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 169–170)

## Oral Reading

Distribute *I Can Read Reader 17* from the *Reader's and Writer's Journal*. Ask them to point to the title of the story, “The Box.” Review the irregularly spelled words, *where*, *is*, *the*, and *do*. *Let's read this story together. Follow along as I read.* Then ask children to read the story again with you. Ask the following question and ask children to complete the following activities.

- *What is in the box?* (A doll, a pot, and a clock)
- *Circle a detail that tells about the doll.*
- *Underline a detail that tells about the clock.*



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to ask and answer questions about unknown words in the text,  
**then...**extend the Language Analysis lesson by having them ask and answer questions about other words in *Weather Words and What They Mean*.

## Language Analysis

Provide children with a T-chart labeled *Questions* and *Answers*. Display other pages in the book one at a time and have children dictate or write questions about the words on the pages. Have them use clues in the pictures and text on the page to find answers to their questions, or children may use a classroom or online dictionary. When children are finished, have pairs talk about the questions they asked and how they found the answers to their questions. Guide the discussion with the following questions:

- Do you and your partner have any questions that are the same? (Responses will vary.)
- What questions do you have that are different? (Responses will vary.)
- What answers did you find for your questions? (Responses will vary.)
- Where did you find the answers for your questions? (Responses will vary.)

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 169–170)

## Oral Reading

Distribute *I Can Read Reader 17* from the *Reader's and Writer's Journal*. Ask them to point to the title of the story, “The Box.” Review the irregularly spelled words, *where*, *is*, *the*, and *do*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the following activities.

- What is in the box? (A doll, a pot, and a clock)
- Circle a detail that tells about the doll.
- Underline a detail that tells about the clock.



## WRITING OBJECTIVES

- Dictate or write to compare and contrast weather.
- Print short sentences.

# Writing

## Informative/Explanatory Writing

### Compare and Contrast Weather

**TEACH** Explain to children that when writing an informational text, writers sometimes compare and contrast pieces of information. Remind children that comparing pieces of information means telling how they are alike and contrasting pieces of information means telling how they are different.

- How are the pieces of information about weather alike?
- How are the pieces of information about weather different?

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer uses opposite words to contrast pieces of information:

The temperature goes up and down. When the sun rises in the morning, the air becomes **warmer** and the temperature goes **up**.

When the sun sets, the air becomes **cooler** and the temperature goes **down**.

Uses the opposite words *warmer, cooler, up, and down* to contrast what the weather is like when the sun rises and when the sun sets.

Help children understand that on the next page the writer uses more opposite words to contrast pieces of information. She uses a clue word to compare the information on both pages:

The temperature **also** changes with the seasons. In the summer, the sun is **high** in the sky. The days are **warm** and **longer**.

In the winter, the sun is **low** in the sky. The days are **cold** and **shorter**.

Uses the opposite words *high, low, warm, cold, longer, and shorter* to contrast what days are like in the summer and in the winter. Uses the clue word *also* to compare what the temperature does over days and seasons.

Explain to children that when they write about different types of weather, they can use opposite words to contrast pieces of information about the weather and clue words such as *also* to compare pieces of information about the weather. Help children brainstorm other comparison words they can use to tell how two types of weather are alike.

## Conventions Print Short Sentences

**TEACH AND MODEL** Write these short sentences on the board: *It is sunny. The rain falls. Snow feels cold.* Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences.

**APPLY** Have children copy the sentences on page 165 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters in a word and between the words in a sentence. Check to see that they print uppercase letters at the beginning and put periods at the end of the sentences.



## Independent Writing Practice

**WRITING** Have children review the two-day weather forecast they wrote in Lesson 6. Have them dictate or write a sentence that tells how the weather for the two days is alike or different.

Remind children that the writer of *Weather Words and What They Mean* uses clue words such as *also* to tell how weather is alike and opposite words to tell how weather is different.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

## Writing Wrap-Up

Have children share their sentence with the class. Have the class determine whether the sentence tells a comparison or a contrast.

WHOLE GROUP

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SENTENCES** Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Ask volunteers to circle the initial uppercase letter and the period in each example sentence.

#### STRATEGIC SUPPORT

**PRINTING SENTENCES** For children who struggle with printing short sentences, have them print first uppercase and lowercase letters, then single words, and finally two-word sentences such as *She walks. He jogs.* Then have children move on to the three-word example sentences.

## LESSON OBJECTIVE

Identify the main topic and key details of a text and the author's purpose for writing the text.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read pages 3–13 of *Weather Words and What They Mean* and work through the lesson: *Writers understand that writers have a purpose for writing.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display the cover of *Weather Words and What They Mean*. Discuss the pictures and read aloud the words in the speech bubbles. Have children recall weather words they learned from the book. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



**READ THE TEXT** Read pages 3–13 of *Weather Words and What They Mean* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on details they learn about weather. Discuss the questions below with children. Have them draw their answer to the question on page 161 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on the author's purpose for writing the text. Use the following questions to lead the discussion.

- What is the book mostly about? (Weather) Why do you think the author wrote the book? (To tell information about different weather words) **Key Ideas and Details**
- The author's purpose is to inform readers about different weather words. How does the author tell information about weather words in this book? (Possible responses: The author shows pictures of different kinds of weather. The author tells how weather forms and changes. The author names different kinds of weather and tells what the weather words mean.) **Craft and Structure**
- Display page 11. Why do you think the author shows a picture of storm clouds and rain on the page about low pressure? (The text says that low pressure brings bad weather. The picture shows bad weather.) **Integration of Knowledge and Ideas**
- Listen closely to these sentences: "The moisture that forms on the ground is called dew. If the temperature goes below freezing, the dew freezes. Then it is called frost." Think about the details in the sentences. What is frost? (Moisture on the ground that freezes) **Craft and Structure**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand this sentence on page 13: "At night when the air cools down, it can't hold as much moisture." Explain that in this sentence, *hold* means "to contain" or "to have." Reread the sentence substituting the word *contain* or *have* for the word *hold* to help children understand the meaning.

#### STRATEGIC SUPPORT

**VOCABULARY** If children do not understand the meanings of the words in the text, help them connect the explanations with the illustrations. For example, show the picture for *moisture* on page 6. Point out how the dots in the picture are rising up from the water below. Explain that this illustrates how moisture in the air comes from water that evaporates from oceans and other sources.

## READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Identify the main topic and key details of a text.

### Text-Based Vocabulary

- position, p. 4
- evaporates, p. 6
- motion, p. 7

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 3–13 of *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 8 boxes on pages 163–164 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

As a class, go back to the text and discuss what children learned about weather from the illustrations and speech bubbles. Guide the discussion with the **Whole Class Discussion Routine**. Remind children to follow the classroom rules for discussion, such as taking turns speaking and listening to others as they share.

You may wish to provide a model through a think aloud, such as the following: *I see a picture of a blue sky with a yellow sun on page 3. The speech bubble says, "Look! It's SUNNY!" The picture helps me understand that when people say it is sunny, that means the sun is shining in the sky.*

When the class is finished discussing the illustrations and speech bubbles, have them talk about how the information connects to the text on the page. Explain that you will now dig deeper into the text to better understand the meaning.

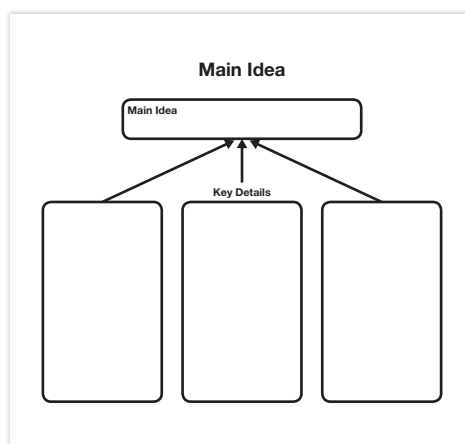
**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Which picture on page 3 shows your favorite kind of weather? Support your opinion with details from the text.* (Possible response: My favorite is the picture of rainy weather because I like wearing rain boots.)



## Reading Analysis Main Topic and Key Details

Remind children that the main topic, or idea, of an informational text is what the text is mostly about. Sometimes the writer tells the main topic at the beginning of the text. Sometimes readers can figure out the main topic by looking at the title and key details. Details can be found in the words and pictures of a book. They tell more about the main topic. Explain to children that they can retell an informational text by telling about the main topic and key details.

**KEY IDEAS AND DETAILS** Display the cover of *Weather Words and What They Mean* and read aloud the title. Then display page 3 and read aloud the text at the bottom of the page. Have children identify the main topic of the book and draw or write the topic in the *Main Idea* box of a main idea chart. Use the following questions to help children identify key details on the page that tell more about the main topic. Have children draw or write the details in the first *Key Details* box. Then display and read aloud pages 4–13 and have children identify and draw or write key details from these pages in the remaining *Key Details* boxes.



- What is the main topic of the book?
- What details in the words tell more about the main topic?
- What details in the pictures tell more about the main topic?

## Independent Reading Practice

**READING ANALYSIS: MAIN TOPIC AND KEY DETAILS** Have children work in pairs to retell pages 3–13 of *Weather Words and What They Mean* using their main idea charts.

**WRITING IN RESPONSE TO READING** Have children review the main topic and key details in their main idea chart. Then have them turn to page 168 in their *Reader's and Writer's Journal* and write or dictate to tell how the key details on these pages tell more about the main topic of the book.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Retell the main topic and key details of a text.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## MONITOR PROGRESS

**If...**children struggle to retell the main topic and key details in the text, **then...**use the Reading Analysis lesson in small group to help them work through the main idea chart.

**SLEUTH WORK** Use the Sleuth steps in Close Reading Workshop to provide more practice in close reading.

## Language Analysis

Display a completed main idea chart for pages 3–13 of *Weather Words and What They Mean*. Point to the *Main Idea* box and explain that the main topic of the book is *weather*. Then point to the first *Key Details* box and talk about each detail. For example, *The weather changes. It can be sunny, rainy, or snowy*. Point to the remaining details in the boxes and guide children to talk about the details as they retell pages 3–13 of the book.

## Close Reading Workshop

**SLEUTH WORK** Read aloud “Exploring Antarctica” on page 252 of this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

**LOOK FOR CLUES** *What problems did explorers have in Antarctica?*  
(Possible response: Their boats got stuck in the ice.)

**MAKE YOUR CASE** *Why do you think scientists today want to learn about Antarctica’s land, weather, and wildlife? Support your opinion with details from the text.* (Possible response: They want to study Antarctica because they are still curious. There are still things they do not know.)

**ASK QUESTIONS** If you were an explorer going to Antarctica, what questions would you want to ask? (Responses will vary.)

**PROVE IT!** Have children draw a picture of explorers in Antarctica. Ask children to label the picture using one or two key details from the text.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to retell the main topic and key details of the text,  
**then...**extend the Reading Analysis lesson by having them identify the main topic and key details of “Exploring Antarctica.”

## Reading Analysis

Provide children with a main idea chart. Ask them to identify the main topic of “Exploring Antarctica” and draw or write the topic in the *Main Idea* box of their chart. Then have children identify key details that tell more about the main topic. Have them draw or write the details in the *Key Details* boxes. Then have children work in pairs to retell “Exploring Antarctica” using their main idea charts. When partners are finished retelling the selection, have them discuss the key details they drew or wrote. Use the following questions to guide the discussion:

- Which details do you both have? (Responses will vary.)
- Are there any details your partner has that you do not have? (Responses will vary.)
- How do the details tell more about the main topic? (Responses will vary.)



## WRITING OBJECTIVES

- Revise writing by adding details.
- Expand complete sentences.

# Writing

## Informative/Explanatory Writing

### Revise to Add Details

**TEACH** Explain to children that after writing an informational text, writers go back to their writing and revise it. When writers revise, they add details to make their writing better. Revising a text by adding details helps readers better understand the topic and makes the text more interesting to read.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *Weather Words and What They Mean* includes many details to tell information about weather:

In the summer, the sun is high in the sky.

Tells details about what summer is like: the sun is high in the sky.

The days are warm and longer.

Adds more details about what summer is like: it is warm and the days are long.

In the winter, the sun is low in the sky.

Tells details about what winter is like: the sun is low in the sky.

The days are cold and shorter.

Adds more details about what winter is like: it is cold and the days are short.

Explain to children that the writer adds details to the text to tell more information about weather in the summer and the winter. This helps readers better understand what the weather is like and makes the text interesting to read.

Explain that children can revise their own writing by adding details. Tell children that when they are revising their writing, they can think about the following questions:

- Can you add more information about the topic?
- How can you make your writing more interesting to read?

## Conventions Expand Sentences

**TEACH AND MODEL** Remind children that they can expand a sentence to tell more information about the topic. One way to expand a sentence is by adding details to the sentence. Details tell more about a word or phrase.

The sun is **big**.  
The sun is **big** and **bright**.

The word **big** tells what the sun is like.  
The word **bright** adds more detail about what the sun is like.

**APPLY** Have children brainstorm other words that can tell more about what the sun is like. For each idea, rewrite the sentence, adding the detail. Read the sentences aloud to children. Then have them practice expanding a sentence by adding a detail on page 166 in their *Reader's and Writer's Journal*.



WHOLE GROUP

## Independent Writing Practice

**WRITING** Have children review the two-day weather forecast they wrote in Lesson 6. Then have them think of more details about the weather for those days. Ask children to rewrite their sentences or add new sentences to tell more details about the weather.

Remind children how the writer of *Weather Words and What They Mean* adds more details to tell about the weather in the summer and in the winter.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their revised or new sentences. If they have access to a printer, have them print out their sentences.

## Writing Wrap-Up

Have children share their revised sentences with the class. Have the class identify details about each kind of weather.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DESCRIBING WORDS** In Spanish, a describing word such as *big* has an ending that changes to match the gender and number of the noun it describes. Explain to children that English describing words do not have endings that change. Write other sentences using the word *big* to describe different singular and plural nouns. Point out how the word *big* is the same in each sentence.

#### STRATEGIC SUPPORT

**ADD DETAILS** If children have difficulty thinking of detail words to add to the sentences, remind them that details can tell more about what something is like. Details can tell how something looks or feels. Have children brainstorm words that tell how the sun or grass looks and feels.

## LESSON OBJECTIVE

Ask and answer questions about key details.

## READING OBJECTIVES

- Focus on and recall the main topic of a text.
- Engage in group reading activities.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read pages 14–24 of *Weather Words and What They Mean* and work through the lesson: *Readers understand that asking questions helps them understand the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display pages 3–13 of *Weather Words and What They Mean*. Have children recall the main topic of the text and key details about the topic they have learned so far. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ THE TEXT** Read pages 14–24 of *Weather Words and What They Mean* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on key details in the text. Discuss the questions below with children. Have them draw their answer to the question on page 162 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on the main topic and key details of this section of the text. Use the following questions to lead the discussion.

- **What is this part of the book mostly about?** (Clouds and what they bring.) **Key Ideas and Details**
- **What details tell more about the main topic?** (Possible response: Clouds can bring rain or snow.) **Key Ideas and Details**
- **What do we learn about the main topic from the details in the pictures?** (Possible response: The pictures on page 15 show details about what different kinds of clouds look like.) **Integration of Knowledge and Ideas**
- **What are the three main kinds of clouds?** (Cumulus, cirrus, stratus) **Key Ideas and Details**
- **Vocabulary** Display the pictures on pages 22–23. Listen closely to these sentences: “When they rub and bump against each other, they make electricity. When enough electricity builds up, it bursts through the cloud and flashes.” Look at the pictures. How do the pictures show electricity? (They show lightning.) *Electricity* is a kind of energy, or power. Lightning is one form of electricity.
- **What is one question you have about the main topic or key details of this section?** (Possible response: How do clouds help bring rainbows?) Help children find the answer to their question. **How does asking questions help you better understand the topic?** (Possible responses: It helps me find more information about the topic. I learn more about the things I do not understand.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand the word *sunbeams* on page 24. Write the word on the board and draw a line between the two smaller words. Have children tell the meaning of the word *sun*. Explain that a *beam* is a ray of light. Help children understand that a *sunbeam* is a ray of sunlight.

#### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty remembering the different names for clouds, have them create word cards. Tell them to draw each kind of cloud and what the weather is like or what it brings on one side of a note card. Have them copy the cloud name on the other side. Allow time for children to practice saying the words on the cards.

## READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Ask and answer questions about key details in a text.

### Text-Based Vocabulary

- combinations, p. 16
- floods, p. 21
- expands, p. 23



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 14–24 of *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 9 boxes on page 164 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

Have children work in pairs to discuss key details about the different kinds of clouds. Remind children to take turns speaking and to listen carefully when their partner is speaking. Use the **Paired Discussion Routine** to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *The text says that cumulous clouds are puffy, and the picture shows big white clouds. It also says that cumulous clouds mean the weather is fair. The picture shows a blue sky and the sun shining.*

When pairs are finished discussing details about the clouds, ask volunteers to share their ideas with the class. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Which kind of cloud do you like best? Use details from the text to support your opinion.* (Possible response: I like cirrus clouds the best. I like the way they look and they mean the weather is nice.)

## Reading Analysis Ask and Answer Questions

Remind children that readers can ask questions about the information in a book to help them better understand what they are reading. Sometimes readers can find answers to their questions using key details in the pictures and text in the book. If readers cannot find answers in the book, they can look for more information about the topic in the school or local library or on the Internet.

**KEY IDEAS AND DETAILS** Display page 14 of *Weather Words and What They Mean*. Model asking and answering a question about the information on the page. For example, *Why is the cloud in the picture labeled water vapor or ice crystals?* The text says that water evaporates and becomes vapor. When the vapor rises in the warm air, it turns into water drops or ice crystals, which form a cloud. The cloud is labeled *water vapor or ice crystals* because that is what makes up the cloud. Record your question and answer in a T-chart. Then display page 15, and have children ask and answer questions about the information on the page. Help them find the answers in the text or in other books or articles about clouds.

T-Chart	

## Independent Reading Practice

**READING ANALYSIS: ASK AND ANSWER QUESTIONS** Provide children with a T-chart labeled *Questions* and *Answers*. Display pages 16–24 and have children dictate or write questions in the *Questions* column of their chart. Then read aloud the text on the pages and have children dictate or write answers to their questions in the *Answers* column. For questions children cannot answer based on the text, you may wish to provide more information about clouds in books or articles from the library or the Internet.

**WRITING IN RESPONSE TO READING** Remind children that readers can often find answers to questions using key details in a book. Ask: *How does rain form?* Have children turn to page 168 in their *Reader's and Writer's Journal* and dictate or write the answer using key details from the text.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Ask and answer questions about unknown words in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to ask and answer questions about the text, **then...**use the Reading Analysis lesson in small group to help them understand the concept.



## Reading Analysis

Model how to ask a question about the information on page 16 of *Weather Words and What They Mean*. The text says that cirrostratus clouds and nimbostratus clouds bring rain or snow. How are the two kinds of clouds different? Model how to use the information in the pictures to answer your question. The picture of cirrostratus clouds shows some gray sky and some blue sky. The sun is showing. The picture of nimbostratus clouds shows different colors of gray. The sun is not showing. Cirrostratus clouds must be thin if the sun shines through. Nimbostratus clouds are thicker. Help children ask and answer their own questions about information in the book.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 169–170)

## Oral Reading

Have children revisit their *I Can Read Reader 17*. Review story words that children may need help reading, such as *where*, *we*, *do*, *see*, *have*, *look*, and *little*. Read aloud each sentence and have children repeat after you. Ask the following questions and ask children to complete the following activity.

- What sounds does the clock make? (Tick, buzz)
- Underline the title of the story.
- What happens at the end of the story? (They put the top on the box.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to ask and answer questions about the text, **then...**extend the Reading Analysis lesson by having them ask and answer more questions about *Weather Words and What They Mean*.

## Reading Analysis

Provide children with a T-chart labeled *Questions* and *Answers*. Have children work in pairs to discuss what they have learned so far about the topic *weather* from *Weather Words and What They Mean*. Display pages 3–24 and have partners think of questions about the information on the pages that the book does not answer. Have them record their questions in the first column of their chart. Provide books or articles about weather and have children search for answers to their questions in the pictures or words in the texts. You may need to read portions of the texts aloud to children. Then have pairs share what they learned about weather with the class. Use the following questions to guide children as they share.

- What questions did you ask? (Responses will vary.)
- How did you find the answers to your questions? (Responses will vary.)
- What did you learn about weather? (Responses will vary.)

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 169–170)

## Oral Reading

Have children revisit their *I Can Read Reader 17*. Review story words that children may need help reading, such as *where*, *we*, *do*, *see*, *have*, *look*, and *little*. Read aloud each sentence and have children repeat after you. Ask the following questions and ask children to complete the following activity.

- What sounds does the clock make? (Tick, buzz)
- Underline the title of the story.
- What happens at the end of the story? (They put the top on the box.)



## WRITING OBJECTIVES

- Produce and publish writing using digital tools.
- Use drawings to provide additional detail when presenting.
- Expand complete sentences.

# Writing

## Informative/Explanatory Writing

### Publish and Present

**TEACH** Explain to children that writers publish their writing. When writers publish their writing, they make a clean copy of their writing to share with others. They can use a computer, tablet, or digital tool to publish an electronic copy, or they can use their best handwriting to publish a final copy.

After writers publish their writing, they can present their writing to others. Remind children that when they present they should speak loudly and clearly. Explain that if they have added drawings to their writing, they should use them to provide additional detail. Tell children that they can present their writing in different ways:

- They can read their writing aloud.
- They can explain what pictures show.
- They can display their writing for others to see.

**ANALYZE THE MODEL** Display *Weather Words and What They Mean*. Explain that the writer published her writing in a book. She used a computer, tablet, or digital tool to create a final copy. She added illustrations and a cover.

Display a weather forecast from a local newspaper. Explain to children that the writer of the weather forecast published his or her writing in the newspaper for people in the community to see.

## Conventions Expand Sentences

**TEACH AND MODEL** Remind children that they can expand a sentence to tell more information about the topic. One way to expand a sentence is by adding another action that tells what the subject of the sentence does. Read the following sentences aloud. Point out how the second sentence adds information by telling another action that the wind does.

The wind blows.  
The wind blows and howls.

The words *blows* and *howls* tell what the wind does.

**APPLY** Write the following sentence on the board: *The class reads*. Have children name other actions the class can do. For each idea, rewrite the sentence, adding the action. Read the new sentences aloud. Then have children practice expanding a sentence by adding an action on page 166 in their *Reader's and Writer's Journal*.

## Independent Writing Practice

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to publish their weather forecast. Print out the forecasts for children.

**PRESENT** Have children present their weather forecast to the class. Remind them of the classroom speaking and listening rules.

## Writing Wrap-Up

Have children discuss how their weather forecasts were alike and different.



### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VERB ENDINGS** Children who speak languages such as Russian and Spanish may need practice adding -s to verbs in the present tense with third-person singular subjects. Write sentences such as the following on the board: *The sun shine. The rain fall*. Have children practice adding -s to the ends of the verbs.

#### STRATEGIC SUPPORT

**ADD DETAILS** If children have difficulty using their drawings to add details to their presentation, model how to tell details about the illustrations in *What Will the Weather Be?* or *Weather Words and What They Mean*. Display an illustration and point out the different details about the weather that you see.

## LESSON OBJECTIVE

Ask and answer questions about words and details in a text.

## READING OBJECTIVES

- Make connections between text and illustrations to answer questions.
- Engage in group reading activities.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read pages 25–32 of *Weather Words and What They Mean* and work through the lesson: *Readers understand that asking questions helps them understand the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display the illustrations on pages 19–23 of *Weather Words and What They Mean*. Have children recall details about rain and how it forms. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ THE TEXT** Read pages 25–32 of *Weather Words and What They Mean* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on information in the words and illustrations that answer their questions about weather. Discuss the questions below with children. Have them draw their answer to the question on page 162 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details in the words and illustrations. Use the following questions to lead the discussion.

- **How do snowflakes form?** (Water freezes and becomes snow crystals. Snow crystals join together and become snowflakes.) **Key Ideas and Details**
- **Why does snow fall?** (The snowflakes get heavy.) **Key Ideas and Details**
- **How are flurries and a snowstorm similar?** (Snow falls to the ground.) **How are flurries and a snowstorm different?** (Flurries are only a little bit of snow. A snowstorm has a lot of snow.) **Integration of Knowledge and Ideas**
- **Vocabulary** Listen closely to this sentence: “A hurricane is a spiral-shaped windstorm that comes from the tropics.” What two words do you hear in the term *spiral-shaped*? (Spiral, shaped) Listen closely to this sentence: “A tornado is a funnel-shaped windstorm that twists as hot air spins upward.” What two words do you hear in the term *funnel-shaped*? (Funnel, shaped) In these sentences, the word *shaped* means “has the same shape as.” What does *spiral-shaped* mean? (Has the same shape as a spiral.) What does *funnel-shaped* mean? (Has the same shape as a funnel.) Draw pictures of a spiral and a funnel on the board to help children understand the shapes of these storms.
- **What questions can you ask about this part of the book?** (Possible response: How are a hurricane and a tornado different?) **How can asking these questions help you learn new information?** (Possible response: I can learn more about weather when I look for the answers.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Children may have difficulty understanding compound words such as *snowfall* and *windstorm*. Break each compound word into two smaller words and discuss the meanings of the smaller words with children. Then help children combine the meanings to understand the meaning of the compound word.

#### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty answering questions about the information on page 25, draw a sequence chart on the board. Have children identify what happens first, next, and last on the page. Write the details in the sequence chart. Have children use the sequence chart to answer the questions.

## READING OBJECTIVES

- Ask and answer questions.
- Distinguish shades of meaning among words.

### Text-Based Vocabulary

- hailstones, p. 27
- tropics, p. 29



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from pages 25–32 of *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 10 boxes on page 164 in their *Reader's and Writer's Journal*.

## Text-Based Conversation

As a class, go back to the text to review the information on pages 25–32. Have children take turns asking questions about the information. Have them answer the questions using details in the pictures and text. Use the **Whole Class Discussion Routine** to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *The text says that snow crystals join together and become snowflakes. What are snow crystals?* Reread the sentence in the top-left box on the page. *The text says that snow crystals form when water freezes in the clouds. Snow crystals are frozen water.*

Write children's questions and answers on the board. If children cannot find an answer to a question, help them use books or articles from the library or Internet to answer the question. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Read aloud the "REMEMBER" statement at the bottom of page 32. *Why do you think it is important to pay attention to weather forecasts? Use details from the text to support your opinion.* (Possible response: I think it is important because strong storms can cause damage.)

Remind children that some words have similar but not exactly the same meanings. Show children the illustrations on pages 28–29 of *Weather Words and What They Mean*. Explain that these pages tell about wind. Point out how the pictures show different kinds of wind. Some kinds of wind are stronger than other kinds of wind. Tell children that the author uses the words *breezy*, *gusty*, and *windy* to tell about three different kinds of wind.

**SHADES OF MEANING** Display a T-chart with the headings *Words* and *Meanings*. Write the words *breezy*, *gusty*, and *windy* in the first column. Demonstrate for children how to use a dictionary to find the meaning of each word. Write the meanings in the second column. Discuss with children how the meanings of the words are similar but not exactly the same. Use the following questions.

- What do the three words describe?
- How is the meaning of *gusty* different from the meaning of *windy*? *Windy* from *breezy*?

T-Chart

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## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children work with a partner to use the words *breezy*, *gusty*, and *windy* in sentences that show their meanings. Have partners take turns saying the sentences. Have them continue until each partner has used all three words.

**WRITING IN RESPONSE TO READING** Display the picture of a rainstorm on page 20 and read aloud the text in the box. Review the meanings of *breezy*, *gusty*, and *windy* with children. *Which word do you think best describes the wind during a rainstorm? Why?* Have children dictate or write their opinion on page 168 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that asking questions can help them better understand the text.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Distinguish shades of meaning among words.
- Ask and answer questions about key details in a text.

# SMALL GROUP

## Scaffolded Instruction

### STRATEGIC SUPPORT

#### MONITOR PROGRESS

**If...**children struggle to distinguish the shades of meaning of the words, **then...**use the Language Analysis lesson in small group to help children better understand and demonstrate their meanings.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### Language Analysis

Explain how the meanings of the words *breezy*, *gusty*, and *windy* are similar but not exactly the same. *All of the words tell about wind. Breezy tells about light or gentle wind. Gusty tells about wind that is sudden and short. Windy tells about wind that is strong.* Model using the words in sentences that demonstrate their meanings. *The leaves rustle on a breezy day. The branches bend on a windy day. The leaves whip through the air on a gusty day.* Discuss with children how the sentences show the meaning of each word. Then have children use the words in sentences of their own.

### Close Reading Workshop

**Revisit *Weather Words and What They Mean*** Display page 26 and read the text aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What different ways does snow fall to the earth? (Flurries, snowstorm, sleet, snow, blizzard)
- 2 Which are stronger—snowstorms or blizzards? Use details from the words and pictures to support your claim. (Possible response: Blizzards are stronger. The text says blizzards are very strong snowstorms.)
- 3 What questions do you have about the words on this page? (Responses will vary.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to distinguish the shades of meaning of the words,  
**then...**extend the Language Analysis lesson by having children identify and demonstrate the shades of meaning of other words.

## Language Analysis

Provide children with a T-chart labeled *Words* and *Meanings*. Write the words *drizzle*, *shower*, and *rain* on the board, and have children copy the words in the first column of their chart. Help children find each word in a classroom or online dictionary. Read aloud the meanings and write them on the board. Have children copy the meanings in the second column of their chart. Then have partners discuss how the meanings of the words are similar and how they are different. Use the following questions to guide the discussion.

- What do the three words describe? (Responses will vary.)
- How is the meaning of *drizzle* different from the meaning of *rain*? (Responses will vary.)
- How is the meaning of *rain* different from the meaning of *shower*? (Responses will vary.)

Have partners take turns using the words in sentences that show their meanings.



## WRITING OBJECTIVES

- Draw and dictate or write to tell the meanings of weather words.
- Expand complete sentences.

# Writing

## Informative/Explanatory Writing

### Weather Words

**TEACH** Explain to children that when writing informational texts, writers use specific words to tell about a topic. Sometimes writers give the definition, or meaning, of a word in the text to help readers better understand the word. Sometimes illustrators show the definition of a word using pictures. Illustrators can label the picture with the weather word so readers understand what the picture shows.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *Weather Words and What They Mean* uses pictures to show the meanings of weather words. Then she labels the pictures with the weather words they show. The writer also writes the definitions of the weather words. The pictures and the definitions help readers understand the meanings of the words. Display the illustrations on page 26:

FLURRIES

The writer shows the meaning of the word *flurries* in the picture: there are just a few snowflakes.

Flurries are when it snows lightly.

The writer tells the meaning of the word *flurries*.

Discuss the other illustrations and definitions on the page. Focus children on how the writer helps readers understand the meaning of each weather word.

Explain to children that the writer of *Weather Words and What They Mean* uses specific words to tell about the topic of weather. She uses pictures and words to tell the meanings of the weather words. Tell children that when they read an informational text, they can write their own definitions or draw their own pictures to help them remember the meanings of important words.

## Conventions Expand Sentences

**TEACH AND MODEL** Remind children that they can expand a sentence to tell more information about the topic. One way to expand a sentence is by adding another noun to the subject of the sentence. Read the following sentences aloud. Point out how the second sentence adds information by telling about another thing that grows.

The words *tree* and *flower* tell what grows.

The **tree** grows.

The **tree** and **flower** grow.

**APPLY** Write this sentence on the board: *The book is on the shelf.* Have children suggest nouns to add to the subject. For example, *The book and plant are on the shelf.* Write their sentences on the board. Then have children practice expanding a sentence by adding to the subject on page 166 in their *Reader's and Writer's Journal*.

## Independent Writing Practice

**WRITING** Have children think of the weather words they have learned in *Weather Words and What They Mean*. Have them create word cards for the weather words. Provide children with several sheets of paper cut in half. Have them choose a weather word and dictate or write the word on one side of a sheet of paper. On the other side, have children draw, dictate, or write the meaning of the word. Have children repeat the process for other weather words on the remaining sheets of paper.



**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their word cards. If they have access to a printer, have them print out the cards to draw pictures.

## Writing Wrap-Up

Have children share and discuss their word cards with a partner.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WORD ORDER** In Spanish, subjects do not precede predicates as often as in English. Spanish verb endings allow subjects to follow verbs or to be understood. Provide examples of English sentences to help children understand that the subject comes before the predicate.

#### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty explaining the meaning of a weather word, display the page in *Weather Words and What They Mean* that discusses the word. Help children find details in the illustration and text that help them understand the meaning of the word.

## LESSON OBJECTIVE

Identify similarities and differences between two texts on the same topic.

## READING OBJECTIVES

- Answer questions about key details in a text.
- Compare and contrast features and information of two texts.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread to compare and contrast the texts from Unit 3, Module B: *Learners understand that asking and answering questions leads to new information.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display the covers of *What Will the Weather Be?* and *Weather Words and What They Mean*. Ask children to share details about weather from the books. Remind them of the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ THE TEXT** Reread *What Will the Weather Be?* and *Weather Words and What They Mean* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the topics and features of the books are similar and different. Discuss the questions below with children. Have them draw their answer to the question on page 171 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on the main topics and key details in the texts. Use the following questions to lead the discussion.

- What is the main topic of *What Will the Weather Be?* (Weather) What is one detail that tells about the topic? (Weather forecasts tell what the weather will be.) **Key Ideas and Details**
- **Vocabulary** Listen closely to these sentences: “The place where this happens is called a front. Most changes in the weather occur along fronts.” What word in the first sentence means the same as the word *occur* in the second sentence? (Happens)
- What is the main topic of *Weather Words and What They Mean?* (Weather) What is one detail that tells about the topic? (The temperature changes when the sun moves.) **Key Ideas and Details**
- **Vocabulary** Listen closely to these sentences: “A shower is a brief rainfall. A normal rain lasts longer.” *Brief* means the opposite of *longer*. What is the meaning of the word *brief*? (Short)
- How are the books the same? (They both tell about weather.) How are the books different? (One is about weather forecasting. One is about weather words.) **Integration of Knowledge and Ideas**
- What questions do you have about the books? (Responses will vary.) How can finding the answers help you learn new information? (I can learn new information about weather when I read more to find the answers.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** If children struggle with vocabulary in the books, have them create word cards. Tell them to copy each word onto one side of a note card. Discuss the meanings of the words. Then have them draw a picture that shows the meaning of each word on the other side of the note card. Have children practice saying the words aloud.

#### STRATEGIC SUPPORT

**COMPARE AND CONTRAST** If children struggle to compare and contrast the books, draw a Venn diagram on the board. Have children identify the main topic and key details for each text. Record their ideas in the Venn diagram. Then have children use the Venn diagram to compare and contrast the books.

## READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Compare and contrast two texts on the same topic.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 11 boxes on page 173 in their *Reader's and Writer's Journal*.

### Text-Based Vocabulary

- fair, p. 3
- rises, p. 8
- sets, p. 8
- ice crystals, p. 14
- snow crystals, p. 25
- flurries, p. 26

## Text-Based Conversation

Have children work in small groups to ask questions about *What Will the Weather Be?* and *Weather Words and What They Mean*. Have them answer the questions using details from the texts. Remind children to listen to what others say and to respond to their ideas. Guide the discussion with the **Small Group Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *I'm not sure I understand the picture on page 30 of Weather Words and What They Mean. What is a front?* Reread the text on page 11 of *What Will the Weather Be?* *The text says that a front is the place where new air pushes against old air. Fronts make the weather change.*

Make sure groups continue their conversation through multiple exchanges. When groups are finished, have them share their questions and answers with the class. Explain that you will now dig deeper into the texts to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Why do you think it is important to learn about weather? Support your opinion with details from the texts.* (Possible response: I think it is important because people need to be prepared for different kinds of storms.)

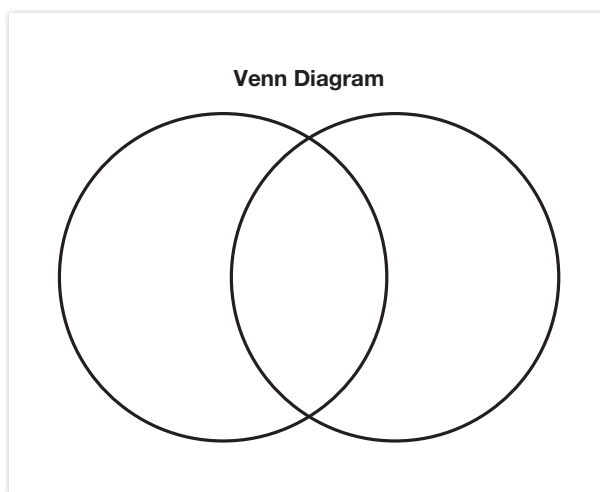


## Reading Analysis Compare and Contrast

Remind children that informational texts tell information about a topic. Explain that when you read two texts that tell about the same topic, you can compare and contrast the texts. Readers compare texts by finding ways the two texts are alike, or the same. Readers contrast texts by finding ways the two texts are different.

**INTEGRATION OF KNOWLEDGE AND IDEAS** Display a Venn diagram. Write *What Will the Weather Be?* above the left circle, *Weather Words and What They Mean* above the right circle, and *Both* in the place where the circles overlap. Review the different features informational texts can have. Use the following questions to help children identify similarities and differences in the features of the two books.

- What text features do you see in both books?
- What do you see in *What Will the Weather Be?* that you do not see in *Weather Words and What They Mean*?
- What do you see in *Weather Words and What They Mean* that you do not see in *What Will the Weather Be?*



## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Provide children with a Venn diagram with the labels *What Will the Weather Be?*, *Weather Words and What They Mean*, and *Both*. Have children compare and contrast the information in the books. You may wish to display the illustrations in the books to help children recall what they learned about weather from each book. Ask children to draw, dictate, or write their ideas in the Venn diagram.

**WRITING IN RESPONSE TO READING** Have children review the information in their Venn diagram. *We have read two books about weather. Which book did you enjoy more? Why? Support your opinion with details from the text.* Have children dictate or write their response on page 177 in their *Reader's and Writer's Journal*.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Compare and contrast two texts on the same topic.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to compare and contrast the information in the texts,  
**then...**use the Reading Analysis lesson in small group to help them identify ways the texts are similar and different.

**If...**children need extra support to understand the story,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Model for children how to identify similarities and differences between the information in the books. Draw a Venn diagram on the board. Display pages 24–25 of *What Will the Weather Be?* and pages 10–11 of *Weather Words and What They Mean*. **I remember that both books tell about high air pressure and low air pressure.** Write *high* and *low air pressure* in the overlapping section in the Venn diagram. Then read aloud the text on the pages and identify what information each book tells about high and low air pressure. Record the details in the proper section of the Venn diagram. Continue with other information in the books.

## Close Reading Workshop

**REVISIT WEATHER WORDS AND WHAT THEY MEAN** Display page 29 of *Weather Words and What They Mean* and read the text aloud. Then discuss the following questions with the group. Have children use evidence from the words and pictures to support their answers.

- 1 What different types of windstorms did we learn about on this page? (Gales, hurricanes, tornadoes)
- 2 Which is stronger—a gale or a tornado? Use details from the words and pictures to support your claim. (Possible response: A tornado is stronger. The picture of a gale shows branches and leaves breaking off of a tree. The picture of a tornado shows a whole tree coming off the ground.)
- 3 What questions would you like to ask a meteorologist about windstorms? (Responses will vary.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to compare and contrast the information in the texts,  
**then...**extend the Reading Analysis lesson by having them compare and contrast more informational texts about weather.

## Reading Analysis

Provide pairs of children with a book or an article that tells information about weather. Have partners choose one of the books they read this week and compare and contrast the two texts. Have them draw or write details about how the texts are alike and different in a Venn diagram. When partners are finished, have them share the information in the Venn diagram with the class. Use the following questions to guide children as they share:

- What features did you see in both texts? (Responses will vary.) What features did you see in only one text? (Responses will vary.)
- What details did both texts share about weather? (Responses will vary.) What features did you see in only one text? (Responses will vary.)
- What does the main character do? (Responses will vary.)
- In what other ways are the texts alike? (Responses will vary.) In what other ways are the texts different? (Responses will vary.)



## WRITING OBJECTIVES

- Draw to supply the main topic of a text and draw, dictate, or write details about the topic.
- Spell simple words.

# Writing

## Informative/Explanatory Writing

### Tell the Main Topic

**TEACH** Explain that informational texts tell about a main topic. The main topic is what a text is mostly about. Writers use words and illustrations to share details that tell more about the main topic.

- What is the main topic?
- How does the writer use words to share details about the topic?
- How does the writer use pictures to share details about the topic?

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *What Will the Weather Be?* tells about a main topic. Draw a main idea chart on the board. Display the illustrations in the book one at a time and have children talk about what they see. Write the details in the main idea chart. When the class is finished, review the details in the chart. *What is this book mostly about?* Help children understand that the main topic of the book is *weather*. Write *weather* at the top of the main idea chart.

Help children understand that the writer of *Weather Words and What They Mean* also tells about a main topic. Draw another main idea chart on the board. Display the illustrations in the book and record the details children see in the illustrations. Review the details in the chart when the class is finished. *What is this book mostly about?* Help children understand that the main topic of this book is also *weather*. Write *weather* at the top of the main idea chart.

Explain to children that when they are writing about a main topic, they can use pictures and words to name the topic. They can also use pictures and words to tell more details about the topic.

**TEACH AND MODEL** Remind children that when spelling a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *met*. Have children repeat the word after you. Then segment the sounds in the word as you write *m*, *e*, *t* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 175 in their *Reader's and Writer's Journal*.

**APPLY** Have children listen as you say the word *nod*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *ten*. Then have partners check each other's spelling.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children choose *What Will the Weather Be?* or *Weather Words and What They Mean* and draw a picture that shows the main topic of the book on page 178 of their *Reader's and Writer's Journal*. Have them add details about the main topic to their drawing. Then have children dictate or write a sentence to provide more details about the topic.

Remind children that the writers of *What Will the Weather Be?* and *Weather Words and What They Mean* use words and pictures to provide details about the main topic.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences and add to their drawing.



## Writing Wrap-Up

Have children present their picture and sentence to the class.

### ENGLISH LANGUAGE LEARNERS

**SPELLING** Some languages, such as Spanish, have different sounds for the vowels *e* and *o*. Review the English sounds for these letters with children. Then have them listen for the sounds as you segment the spelling words.

### STRATEGIC SUPPORT

**ADDING DETAILS** If children have difficulty drawing or writing details about the main topic, review the information in the main idea chart with them. Point to each detail and discuss what it tells about the main topic. Have children use these details to draw and write about the topic.

## LESSON OBJECTIVE

Identify and discuss details and information in two texts on the same topic.

## READING OBJECTIVES

- Ask and answer questions about key details in two texts.
- Engage in group reading activities.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread and review *What Will the Weather Be?* and *Weather Words and What They Mean* and work through the lesson: *Writers understand that writers have a purpose for writing.*



## First Read of the Lesson

**EXPLORE THE TEXT** Display the covers of *What Will the Weather Be?* and *Weather Words and What They Mean*. Have children recall the main topic of each text. Then have children discuss why the authors wrote the texts. Remind them of the Essential Questions: *How does asking and answering questions help us understand what we are reading? How do writers use illustrations to explain an idea?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ THE TEXT** Take a picture walk through *What Will the Weather Be?* and *Weather Words and What They Mean*. Display each picture one at a time and have children use it to recall information about weather. Discuss the questions below with children. Have them draw their answer to the question on page 172 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** Read page 9 of *What Will the Weather Be?* Use the following questions to lead the discussion.

- The main topic of the book is *weather*. What details does the author tell about the main topic? (Possible responses: Weather forecasts tell what the weather will be like. It is hard to predict the weather.) **Key Ideas and Details**
- What words does the author use to describe different kinds of weather? (Warm, cold, windy, still, clear) **Craft and Structure**
- Look at the picture on the page. What kind of weather does the picture show? (Possible responses: The sky is clear. It looks warm and still.) **Integration of Knowledge and Ideas**

Read page 3 of *Weather Words and What They Mean*. Use the following questions to lead the discussion.

- The main topic of the book is *weather*. What details does the author tell about the main topic? (Possible response: Weather changes each day.) **Key Ideas and Details**
- What words does the author use to describe different kinds of weather? (Sunny, raining, snow, fair, hot, humid) **Craft and Structure**
- Look at the pictures. What can you learn about what people wear in different kinds of weather from the pictures? (Possible response: People sometimes wear hats when it is snowing.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Review the vocabulary words from these books with children to ensure that they understand the meanings of the words. Write the words on the board. Read them aloud and have children discuss the meaning of each word. If children do not know the meaning of a word, look for clues in the text or in a classroom dictionary to help them figure out the meaning.

#### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty identifying details about the main topic, guide children with questions such as these: *What is the main topic? What do the words tell about weather? What do you learn about weather from the pictures?*

## READING OBJECTIVES

- Ask and answer questions.
- Make connections between pieces of information in a text.

### Text-Based Vocabulary

- chilly, p. 8
- air particles, p. 10
- freezes, p. 13
- rainbow, p. 24
- sunbeams, p. 24
- twists, p. 29



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Weather Words and What They Mean*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 12 boxes on page 174 in their *Reader's and Writer's Journal*.

## Text-Based Vocabulary

Have children discuss the different kinds of weather they learned about in the books. Use the **Whole Class Discussion Routine** to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *I see a picture of a huge storm on pages 6–7 of What Will the Weather Be? The text says there was so much snow that airports and schools had to close. In Weather Words and What They Mean, we learned about the different ways snow falls to the earth.*

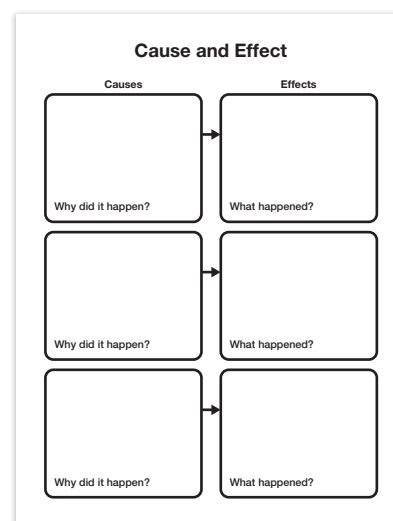
As the class discusses the books, have children ask questions to get information or to clarify something they do not understand. Have the class look for the answers in the pictures and words in the books. Explain that you will now dig deeper into the texts to better understand the meaning.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *The author of What Will the Weather Be? says that it is hard to predict the weather. Why do you think she says this? Use details from both texts to support your opinion.* (Possible response: Both texts say that weather changes from day to day. Sometimes it changes quickly.)

Remind children that writers of informational texts tell information about a topic. The pieces of information are often connected. Sometimes readers can find causes and effects in the information in a text. Explain that a cause tells why something happens. An effect is what happens. Readers can make connections between pieces of information in a text to understand why things happen.

**KEY IDEAS AND DETAILS** Display a cause-and-effect chart. Read aloud the text on page 7 of *What Will the Weather Be?* Use the following questions to help children identify the cause and effect on the page. Record the information in the cause-and-effect chart. Repeat the process with the information on pages 10–11. When you are finished, review the causes and effects with children.

- What happens?
- Why does it happen?



## Independent Reading Practice

**READING ANALYSIS: MAKE CONNECTIONS** Provide children with a cause-and-effect chart. Read aloud the text on pages 12, 16–17, and 24–25 of *What Will the Weather Be?* Have children draw or write one cause and effect for each page or set of pages in their chart. Then have children take turns explaining their causes and effects to a partner.

**WRITING IN RESPONSE TO READING** Have children think of the different things that cause weather to change. Then read aloud the text at the bottom of page 31 of *Weather Words and What They Mean*. [Do you agree that weather is interesting? Why? Support your opinion with details from the books.](#) Have children dictate or write their response on page 177 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, ask them what the writer's purpose was for writing.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Make connections between pieces of information in a text.
- Build fluency through oral reading.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify cause-and-effect relationships in the text, **then...**use the Reading Analysis lesson in small group to help them find causes and effects.

## Reading Analysis

Display a cause-and-effect chart. Model for children how to identify causes and effects in the text. Read aloud the text on page 12 of *What Will the Weather Be?* To find an effect, I ask myself “What happens?” One thing that happens on this page is that water vapor turns to a liquid. Record the information in the first *Effects* box. To find the cause, I ask myself “Why does it happen?” The text says that water vapor turns to liquid when the air rises and cools. Record the information in the first *Causes* box. Have children copy the information in their own cause-and-effect chart. Guide them to find causes and effects on pages 16–17 and 24–25.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader’s and Writer’s Journal*, pages 179–180)



## Oral Reading

Distribute *I Can Read Reader 18* from the *Reader’s and Writer’s Journal* to children. Ask them to point to the title of the story, “Lots to Do.” Review the irregularly spelled words, *what*, *little*, and *we*. Let’s read this story together. Follow along as I read. Then ask children to read the story again with you. Ask the following questions and ask children to complete the following activities.

- Why don’t they cut the bud? (Dad will not like that.)
- Why don’t they pat the bug? (Mom said stop.)
- What can they do? (run, hop, jump)
- Underline a word that tells about the bug.
- Circle the sentence that has more than one action.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify cause-and-effect relationships in the text,  
**then...**extend the Reading Analysis lesson by having children find cause-and-effect relationships in *Weather Words and What They Mean*.

## Reading Analysis

Provide children with a cause-and-effect chart. Display the illustrations in *Weather Words and What They Mean* to help children recall information they learned about weather. Have them identify three effects and their causes and draw or write the information in their cause-and-effect chart. Then have children work with a partner to talk about the causes and effects they identified. Use the following questions to guide their discussion:

- **What effects did you find?** (Responses will vary.)
- **What causes those things to happen?** (Responses will vary.)
- **Do you and your partner have any effects that are the same?** (Responses will vary.) **Do you have the same cause for the effect?** (Responses will vary.)
- **Do you think an effect can have more than one cause? Why?** (Possible response: Yes, because rain and snow can come from different kinds of clouds.)

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity on p. 224.



## WRITING OBJECTIVES

- Draw and dictate or write to tell an opinion about weather.
- Print short sentences.

# Writing

## Opinion Writing

### Tell an Opinion

**TEACH** Explain to children that writers sometimes share an opinion that tells what they think about a topic. Writers support their opinions with reasons. Reasons are facts and details that tell why the writer thinks that way.

- What opinion does the writer share?
- What reasons does the writer give that support the opinion?

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *Weather Words and What They Mean* shares an opinion about weather:

The weather is hardly ever the same from day to day. That's why it is so interesting.

The writer tells what she thinks about weather: it is interesting. She also tells why she thinks it is interesting: it is hardly ever the same.

Help children focus on facts and details the writer gives that support this opinion. Display the pictures on page 3:

Look! It's SUNNY!  
I need my boots. It's RAINING!  
It's beginning to SNOW.  
The weather forecast is FAIR today.  
It sure is HOT and HUMID!

The writer thinks weather is interesting because it is hardly ever the same. The writer supports her opinion with details about many different kinds of weather: sunny, raining, snowy, fair, hot, and humid. The pictures show details about each kind of weather.

Explain to children that the writer tells her opinion and the reason why she thinks that way. She uses details about different kinds of weather to support her opinion.

## Conventions Print Short Sentences

**TEACH AND MODEL** Write these short sentences on the board: *The air rises. Water drops form. They make clouds.* Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences.

**APPLY** Have children copy the sentences on page 176 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters in a word and between the words in a sentence. Check to see that they print uppercase letters at the beginning and put periods at the end of the sentences.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children think of the different kinds of weather they learned about in *What Will the Weather Be?* and *Weather Words and What They Mean*. Have children draw a picture of their favorite kind of weather. Then have them dictate or write to tell about their favorite weather using words and details from the books.



Remind children how the writer of *Weather Words and What They Mean* tells what she thinks about weather and why she thinks that way and uses details to support her opinion.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up

Have children share their opinion writing with the class. Have the class identify the words from the books that tell about the kind of weather.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SENTENCES** Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Ask volunteers to circle the initial uppercase letter and the period in each example sentence.

#### STRATEGIC SUPPORT

**PRINTING SENTENCES** For children who struggle with printing short sentences, have them print first uppercase and lowercase letters, then single words, and finally two-word sentences such as *It rains. She crawls.* Then have children move on to the three-word example sentences.



## OBJECTIVES

- Use a combination of drawing, dictating, and writing to compose a weather forecast.
- Label drawings.

- Dictate or write to explain the weather.
- Use complete sentences.

## Task

### Weather Forecast

Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to draw, dictate, and write to explain a forecast.

Children will:

- draw a picture of two kinds of weather
- label the pictures with *today* and *tomorrow*
- write about the weather in each picture
- use complete sentences

Children will present their forecast to the class.

See p. 232 for reproducible page for distribution to children.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

## Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How does asking and answering questions help the reader understand the text? How do writers share information?*

**REVISIT THE TEXT** Remind children that in *What Will the Weather Be?*, the writer explains what weather forecasts are and how meteorologists create them. The writer of *Weather Words and What They Mean* tells about the words used to describe weather that could be included in a weather forecast.

Weather forecasts are sent to radio and television stations. They are printed in newspapers. The forecasts tell us what kind of air is coming and what kind of weather to expect.

They may call for warm and sunny days. Or they may tell us to prepare for snow and strong winds. They warn farmers when a frost is coming. They help us decide whether our schools and airports should be closed down.

*What Will the Weather Be?*, pp. 30–31



Tell children that when they create their own weather forecast, they will use the words they learned in *Weather Words and What They Mean* to describe the weather today and tomorrow. Remind children that predicting the weather is difficult, and meteorologists study a lot of measurements to try to determine what the weather will be.

# Set-Up

## ORGANIZATION

Review the features of a weather forecast. Discuss the purpose of weather forecasts and why they are important in our daily lives.

## MATERIALS

- paper
- pencils
- crayons or markers
- texts: *What Will the Weather Be?* and *Weather Words and What They Mean*

## BEST PRACTICES

- Help children understand the purpose and audience for the writing task.
- Remind children that weather forecasts tell people what to expect. Children can use that information when they write to tell about the weather.
- Review with children some possible words to use when describing the weather, such as *sunny*, *cloudy*, and *rainy*.
- Review the meanings of the words *today* and *tomorrow*.

## Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

**Checklist:** Read aloud a checklist that details expectations for this task. It can give points to each section so children are clear about what is going to be assessed.

**Writing Tasks:** Writing tasks can be previewed and broken down into smaller steps for clarity.

**Graphic Organizers:** Children can use a T-chart to organize the details they want to include in their descriptions about the weather today and the weather for tomorrow.

T-Chart


## Performance-Based Assessment

### Grade K • Unit 3 • Module B

#### Task

### Weather Forecast

Think of what you learned about weather forecasts from *What Will the Weather Be?* Think about the words you learned to describe weather from *Weather Words and What They Mean*. Draw, dictate, and write to explain a weather forecast for today and tomorrow.

#### Remember to:

- draw a picture of two kinds of weather
- label the pictures *today* and *tomorrow*
- write to describe the weather in each picture
- use complete sentences

Then present your weather forecast to the class.

# Informative/Explanatory Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Response is focused on two kinds of weather and the details fully support the focus.	Includes appropriate features of a weather forecast	Effectively uses relevant text support from anchor and supporting texts.	Weather is clearly described using precise vocabulary.	Uses all features of a complete sentence correctly when writing.
<b>3</b>	Response is generally focused on two kinds of weather and the details somewhat support the focus.	Includes some features of a weather forecast.	Uses some relevant text support from anchor and supporting texts.	Weather is adequately described using precise vocabulary.	Uses some features of a complete sentence when writing.
<b>2</b>	Response may lack focus or include details that do not belong.	Includes few features of a weather forecast.	Inconsistently uses relevant text support from anchor and supporting texts.	Weather is unevenly described using precise vocabulary.	Uses few features of a complete sentence when writing.
<b>1</b>	The response may be confusing or unfocused with no supporting details.	Includes no features of a weather forecast.	Fails to use relevant text support from anchor and supporting texts.	Weather is described in a vague, unclear, or confusing manner with no precise vocabulary.	Uses no complete sentences when writing.
<b>0</b>	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>no response is given</li> <li>child does not demonstrate adequate command of informative/explanatory writing skills</li> <li>response is unintelligible, illegible, or off topic</li> </ul>				



# Presentation

Children can now share their weather forecasts with the class.

- Organize the classroom: Arrange chairs to face the speaker. If possible, provide a board or ledge for children to display their drawings as they present.
- Encourage children to present their forecasts like a real meteorologist would, by pointing to their drawings as they tell about the weather. Remind children that drawings and other visuals help provide additional details to a presentation.
- Review the classroom speaking rules. Remind children to speak audibly and clearly so listeners can hear and understand their forecasts.
- Review the classroom listening rules. Tell the audience to face the speaker and listen attentively. Only the speaker should be speaking.
- When each child finishes presenting, encourage the audience to raise their hands to share an idea or ask a question. Have the speaker answer the question.
- If possible, record children's presentations. Then the class can have a viewing party to watch the weather forecasts as though they are watching the local news.

## Reflect and Respond

**LOOKING AHEAD** For children who received a 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

**If...**children do not understand how to use information from a selection in their own writing,

**then...**explicitly discuss and point to specific parts of a text that could support future writing expectations.

**If...**children need extra support with implementing informative/explanatory features in their writing,

**then...**provide them with additional independent practice of each feature throughout the module.

**If...**children have difficulty organizing their writing,

**then...**provide them with opportunities to use different graphic organizers during their weekly writing assignments. Encourage them to take time to organize their thoughts before writing.



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# Sleuth Read Alouds



## Bear and Fox

One day, Fox said to Bear, “Why don’t we plant our garden together this spring?”

Bear thought about it. “I think it’s a good idea. We can share the work and the food.”

“Then it’s all set,” said Fox. “And to be fair about it, let’s agree that you’ll harvest the roots and I’ll harvest the tops.”

Bear could find nothing wrong with Fox’s idea. “Let’s shake hands on it,” Bear said.

Bear and Fox planted corn. At harvest time, Fox reminded Bear, “We had an agreement. You will take the roots and I’ll take the tops.”

Bear had to admit that was what they had agreed. So Fox got all the fat, sweet ears of corn on the stalks. Bear got the stubble and the roots.

The next spring, Bear said, “You got the best part of the crop last year. Unless we change the agreement, I won’t plant with you again.”

Fox said, “Bear, my friend, you are right. Fair is fair. This year we’ll switch places. *You* take the tops and *I’ll* take the roots.”

Bear was pleased with himself. “All you have to do with this sneaky fox,” he thought, “is be firm.”

So, Bear and Fox again plowed their garden. Then Fox said, “It is bad for the soil to plant the same crop two years in a row. Instead of corn, why don’t we plant potatoes?”

Bear’s mouth watered as he thought of bowls of hot mashed potatoes. “Yes, let’s plant potatoes,” Bear said.

Bear and Fox sowed their potatoes. Soon leafy green plants filled the garden rows. But when it came time to harvest, Fox reminded Bear of their agreement. “I’m taking the roots, and you are taking the tops.” Then Bear remembered: Potatoes grow *underground*. They are the roots of the potato plants. Once again, Fox had tricked him.

And that was the end of Bear and Fox’s partnership.

## Our Snowy Discovery

“It’s a perfect snowfall,” Dad said after breakfast. “It’s cold, but look how brightly the sun is shining.”

“Well, it’s Saturday morning,” said Mom. “Let’s not waste this special time. Let’s go looking for animal tracks in the snow.”

“Good idea! And we can use that field guide Uncle Drew gave us,” Dad added.

“What is a field guide?” I asked.

“It’s a book with pictures of animals and their tracks. It will help us identify the tracks we see.”

We hurried to put on our warm clothes, boots, and gloves.

“Mallory, don’t forget your ski cap,” said Mom. “Your ears will get too cold without it.”

Dad, Mom, and I trudged through the snow in our backyard. We made our way to the wide path leading into the woods.

“Look!” said Dad. “There’s a clear set of tracks to our left.”

Mom opened the field guide. “It looks like a raccoon to me. Or it could be a porcupine.”

Dad looked at the pictures and agreed.

I stared at the tracks. They were perfect in the fresh snow! I remembered pictures of a raccoon and a porcupine from my animal book.

We kept going. Soon we came to a meadow. “Lots of birds have been here,” Mom said.

“Yes,” agreed Dad. “See those crow prints? They look like a V with a line through the point where the two arms of the V meet.”

“What bird do you think made those big tracks?” I asked, pointing. “Each track looks kind of like an anchor.”

“Mallory!” exclaimed Mom. “You’ve found the prize. I think those are the tracks of a wild turkey. We don’t have many of those big, beautiful birds around here. Speaking of prizes, let’s go home for some hot cocoa!”

Dad and I didn’t argue. We were all cold—brrrrr!—but we were happy too.

Module A

# Sleuth Read Alouds



## Exploring Antarctica

Antarctica, land of the South Pole, is an empty, icy, dangerous place. So why would anyone want to explore a place like that? People long believed a continent existed around the South Pole. They were curious about it. What was it like? How big was it? What wildlife lived there? Explorers tried many times to reach Antarctica, but no one walked on it until about 160 years ago.

After that, the explorers' goal was to reach the South Pole, in Antarctica's center. Antarctica is freezing cold and snowy all year. Huge chunks of ice cover the Antarctic Ocean. Boats got stuck. In 1901, an explorer, Robert Scott, came within 530 miles of the South Pole. For two years, Scott's team studied Antarctica's land and animals. When the expedition ended, two ships had to rescue Scott's ship from the ice.

Still, no one had reached the South Pole. In 1911, Roald Amundsen from Norway led a team that finally reached the pole. Then the goal became to cross Antarctica. In 1914, a member of Scott's expedition, Ernest Shackleton, returned to do this. He sent one ship to one side of Antarctica. The men would hike across the ice, leaving supplies for Shackleton's team. But the expedition had bad luck. Shackleton's ship got stuck in the ice for months. Then it sank. Shackleton's team camped on the ice for many more months. Then they used lifeboats to reach an island. They were still stranded. Shackleton and five others took a boat 800 miles north for help. A ship finally rescued the stranded men.

Why suffer such hardship to explore Antarctica? Explorers push themselves to discover new places. Today scientists have research centers on Antarctica. They stay for short periods to learn about Antarctica's land, weather, and wildlife. Like explorers of past centuries, they want to learn about the unknown.

Module B

# Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. This test is intended to be read aloud to children. Directions for administering the test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
<b>TWO SESSIONS</b> Option 1	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	
<b>TWO SESSIONS</b> Option 2	<ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Writing</li> </ul>	
<b>THREE SESSIONS</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>



# Administering the Assessment

**DURATION** The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

**SCORING THE WRITING PROMPT** The Writing section requires children to write and/or draw in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

# Administering the Assessment

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

# Unit 3 Assessment

## Passage

**TEACHER INFORMATION:** Read aloud the following directions and the story.

**DIRECTIONS:** *I am going to read you a story about an oak tree. When I am finished, I will ask you to tell me about the story. Listen carefully.*

### An Oak Tree's Year

What does an oak tree do besides grow tall? It does a lot! An oak tree changes with the weather and seasons.

In the early spring, warm weather and rain showers help the oak tree begin to sprout green leaves. The oak tree becomes a safe home for lots of different animals. Birds make nests high in the strong limbs of the tree. Woodpeckers might peck into the wood looking for ants and other insects inside. Sometimes squirrels live inside old holes that woodpeckers have pecked. Other times, they make nests of leaves in the branches of the oak tree. It is a busy place!

During the summer, the oak tree gives animals shade from the hot sun. It also gives them shelter from storms. The oak tree's long roots keep it in place during windy days. In late summer, the oak tree drops hundreds of acorns onto the ground. Some of these seeds will be hidden away by hungry squirrels.

In autumn, the air gets cooler. The days get shorter. The oak tree's leaves begin to change colors. Then the leaves fall to the ground. The wind blows the leaves away. Animals prepare for the long winter ahead.

During the winter, there is less sunlight. The temperatures are very cold. The oak tree no longer has any leaves. The branches may get covered in snow. But do not worry; the oak tree will begin growing again when spring returns.

# Unit 3 Assessment

## Comprehension

**TEACHER INFORMATION:** Distribute Comprehension page TR14 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** *I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. In spring, the oak tree sprouts leaves. Which picture shows the oak tree in spring? Draw a circle around the picture that shows the oak tree in spring.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. In summer, the oak tree gives animals shade from the hot sun. Which picture shows the oak tree in summer? Draw a circle around the picture that shows the oak tree in summer.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. In autumn, the oak tree's leaves change colors. Which picture shows the oak tree in autumn? Draw a circle around the picture that shows the oak tree in autumn.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. In winter, the oak tree does not grow. Which picture shows the oak tree in winter? Draw a circle around the picture that shows the oak tree in winter.
5. Move down to the next row of pictures where you see the star. Put your finger on the star. Many animals live in the oak tree. Which picture shows an animal that lives in the oak tree? Draw a circle around the picture that shows an animal that lives in the oak tree.

### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** With prompting and support, ask and answer questions about key details in a text. **Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

## Vocabulary

**TEACHER INFORMATION:** Distribute Vocabulary page TR15 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** *Now I am going to read the story again. Then I will ask you some questions about the meaning of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Listen to this sentence from the story: “An oak tree changes with the weather and seasons.” Circle the picture that shows an oak tree.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this sentence: “Birds make nests high in the strong limbs of the tree.” What does the word “limbs” mean? Circle the picture that shows the meaning of the word “limbs.”
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: “Woodpeckers might peck into the wood looking for ants and other insects inside.” What are “insects”? Circle the picture that shows some “insects.”
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. Listen to this sentence: “In late summer, the oak tree drops hundreds of acorns onto the ground.” What are “acorns”? Circle the picture that shows “acorns.”
5. Move down to the next row of pictures where you see the star. Put your finger on the star. Listen to this sentence: “The branches may get covered in snow.” What does the word “covered” mean? Circle the picture that shows the meaning of the word “covered.”

### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** With prompting and support, ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

# Unit 3 Assessment

## Writing

**TEACHER INFORMATION:** Distribute Writing page TR16 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

**PROMPT:** *Think about the oak tree in the story. Choose a season: spring, summer, autumn, or winter. Draw the oak tree during that season. Then complete the sentence to tell what the oak tree is like during that season.*

### RUBRIC FOR WRITING

2	Child uses drawing to accurately depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic and supply accurate information from the passage to explain what the tree is like during that season.
1	Child uses drawing to depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic and to explain what the tree is like during that season. One element of the response may be incomplete or inaccurate.
0	The drawing does not depict the oak tree during the chosen season. The sentence does not name the season as the topic or explain what the tree is like during that season.

### COMMON CORE LEARNING STANDARDS

**Writing 2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# Scoring Information

**UNIT 3 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

■			
●			
▲			
♥			
★			

TR14 Unit 3 • End-of-Unit Assessment

**UNIT 3 • VOCABULARY**

**Vocabulary** Name \_\_\_\_\_

■			
●			
▲			
♥			
★			

Unit 3 • End-of-Unit Assessment TR15

**UNIT 3 • WRITING**

**Writing** Name \_\_\_\_\_

Drawing should show an oak tree during spring, summer, autumn, or winter.

**Possible response:**

During the \_\_\_\_\_,  
the oak tree \_\_\_\_\_  
the oak tree changes  
colors and drops its leaves.

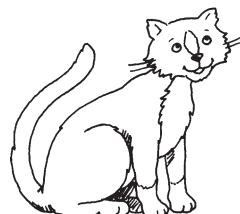
TR16 Unit 3 • End-of-Unit Assessment





# Comprehension

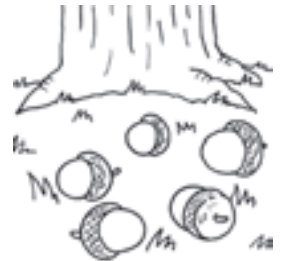
Name \_\_\_\_\_





# Vocabulary

Name \_\_\_\_\_





# Writing

Name \_\_\_\_\_

\_\_\_\_\_

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During the \_\_\_\_\_,

\_\_\_\_\_

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the oak tree \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

# Think-Pair-Share/Paired Discussion

## RATIONALE

**TEAM TALK** Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **THINKING**—Children have time to think about something they read.
- **PAIRING**—Children take turns expressing key ideas with a partner.
- **SHARING**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which reduces the problems presented by the quiet child or the over-eager child. Pairing children gives each child an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share routine provides children with structured support as they engage in rich, rigorous text-reliant conversations. By asking children thought-provoking questions, children are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What is the main topic? What parts of the text help you know the main topic?*
- *How does the character act when he faces a challenge? What words tell you that?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *“On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.”*
- Describe how you use key vocabulary in your response. For example, *“On page 4, the author used the word screamed. That word helps me understand that the character was frightened.”*
- Teach children how to use language to respond to the views expressed by others. For example, *“I agree with you. I think that \_\_\_\_\_,”* or *“I don’t agree with you because I think that \_\_\_\_\_.”*

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/ Paired Discussion routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they feel ready to participate.

## GOING DEEPER

The following are additional activities to do with children once they are familiar with the routine.

- Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner’s ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about \_\_\_\_\_, but I think ...*)
- At the end of the partner conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *“I gave our discussion a ‘thumbs up’ because we each had different ideas. Your ideas helped me to think about the text in a new way.”*

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RI.K.1; CCLS.ELA.SL.K.1

## THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to children.  
*In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to tell their ideas to the class.*
- 2 Pair children in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have children sit in close proximity to one another and away from other partners, so as to not get involved in other conversations. You might say, *"Sit knee-to-knee with your partner."* Remind children to engage in eye contact with each other to help each other know that their partner is listening closely.
- 4 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5 Invite pairs to take turns responding to the question. Remind children to respond to their partners by saying, *"I agree with you. I thought something similar when \_\_\_\_\_. I don't agree with you because I remember reading \_\_\_\_\_. I think the author is trying to tell readers \_\_\_\_\_ because he/she says \_\_\_\_\_."*
- 6 After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor children's conversations by listening in briefly to each pair's conversation. Offer prompts to focus their attention or encourage them to look at the text to find evidence to support their answers. For example, *"Explain your thoughts more. What part of the text helped you to draw that conclusion?;"* or *"Find the words the author used to describe the character."*
- 8 When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly the one key point that they would like to share with their classmates. You may ask them to write this key point down. Then have volunteers present their pair's ideas to the class. Keep track of the children who act as spokespeople, so as to encourage different children to act as spokesperson with each pairing activity.

# Whole Class Discussion

## RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, children are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some engaging questioning examples:

- *What questions do you still have about the text? What prompted you to ask that question?*
- *What might you tell a friend about the text? Name the most interesting part to share.*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *"We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?"* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *"In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more than that!"*
- Teach children how to use language to respond to the views expressed by other children. For example, *"I agree with you. I think that \_\_\_\_," or I don't agree with you. I think that \_\_\_\_ because the text says \_\_\_\_."*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *"That's an interesting point. What made you think that?"*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *"I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better. I have never gone to a different country."*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RI.K.1; CCLS.ELA.SL.K.4

## THE ROUTINE

- 1 Introduce the Whole Class Discussion to children.  
*We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.*
- 2 State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children think time before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they jump in to talk.
- 4 As children add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps children develop their contributions fully. For example, *"Tell me more about what you are thinking."*
  - Ask children to point out text evidence that substantiates their response. For example, *"What words in the text help you know that?"* This helps children internalize the text and understand that it is important to back up what they say.
  - If children provide an opinion, ask other children to share their opinion in response. For example, *"What do you think about Stefan's opinion?"* Encourage children to support their opinions with valid reasons.
- 5 As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *"If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text."*
- 6 Summarize one or two of the most important points discussed. Wrapping up the conversation for children in this way will help cement their new or revised understandings about the text.



# Small Group Discussion

## RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify or clear up understandings of the text. These discussions allow children to unpack text specifics, look at genre, text structure, and how a writer writes. Example questions to engage children in text-based discussions include:

- *What words describe what the character is like?*
- *What part of the text tells you about the steps for growing a bean plant?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *“Find the events that happened first, next, and last in the story.”*
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *“This part of the text tells about what happened after the fire.”*
- Teach children how to use language to respond to others’ views. For example, *“I agree with you. I think that \_\_\_\_.”* or *“I don’t agree with you because I think that \_\_\_\_.”*

Engage children in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as children participate.

## GOING DEEPER

These additional activities may be done with children once they are familiar with the routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask in the group discussions. For example, *“What made you think that?”* *“What more can you tell us about that event?”*
- At the end of the Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.



COMMON CORE CONNECTIONS  
CCLS.ELA.SL.K.4

## THE ROUTINE

- 1 Introduce the Small Group Discussion to children.  
*You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.*
- 2 Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your children.
- 3 For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other. Remind children to engage in eye contact with each of the members of the group as they take turns talking.
- 4 Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target
  - **Clarifier:** restates what a group member has said to clarify and confirm
  - **Elaborator:** follows up with questions after a group member shares a response
  - **Reporter:** reports about the overall group discussion.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 10 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when \_\_\_\_\_. I don’t agree with you because I remember reading \_\_\_\_\_.”*
- 8 Stop by each group briefly to monitor children’s conversations. If children aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. For example: *“Show me the part of the text that supports your opinion;” “Tell me about the character. What words does the author use to describe the character?”*
- 9 As the end of the allotted time nears, remind children of the task. You might say, *“In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.”* Encourage the Reporter to rehearse what he will say.

# Read Aloud

## RATIONALE

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier thanks to the support of the proficient reader. Children are freed to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for the main characters that we are introduced to.”*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“That diagram helped me better understand the information in the text about \_\_\_\_.”*
- Describe how key vocabulary deepens your understanding of the text. For example, *“I knew Tony was really happy because the author used the phrase delighted beyond words.”*
- As children respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that \_\_\_\_.”* or *“I don’t agree with you because I think that \_\_\_\_.”*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 15 minutes to engage in a rich piece of literature.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections from the text to themselves, other texts, or the world in general. For example, *“In what ways does the main character remind you of someone you know?”*
- At the end of the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.10

## THE ROUTINE

- 1** Introduce the Read Aloud routine to children.  
*I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *"This text is broken into different parts. Each part will tell us about a fruit or vegetable."* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"What do we know about the main character now?"* You may also model aloud your own thinking. For example, *"I learned something new. I did not know that grasshoppers had five eyes."*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"In what part of the book did we learn about pumpkin plants?"* or *"How did Alex react when his grandma surprised him?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction."*

# Shared Reading/Read Together

## RATIONALE

The Shared Reading/Read Together routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for words that tell about the how the main character feels."*
- Remind children that you are reading the text together, therefore, they are to be active readers right along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *"Wait a minute! The author went back in time here. I have to think carefully about the order in which the story events happen."*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons. Shared Reading/Read Together opportunities give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive, building children's oral vocabularies as well.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As you return to familiar text, invite children to role-play characters in a fictional text. In an informational text, have volunteers read aloud captions for photos. Always encourage children to read along with you as they feel comfortable.
- After reading, have pairs discuss their a-ha moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.10

## THE ROUTINE

- 1 Introduce the Shared Reading/Read Together routine. For example:  
*We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2 You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3 During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works, for example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4 Stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"Name something new you learned,"* or *"Where does this story take place?"* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5 After completing the Shared Reading/Read Together, discuss the text's overall meaning followed by open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.

# Independent Reading

## RATIONALE

Independent Reading is reading children do on their own. Most often Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. As beginning readers, Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text children read during Independent Reading is often chosen by the child. The teacher's role is to guide children in choosing appropriate texts, both literary and informational, and to assess that children are understanding what they read on their own.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *"As you read your informational texts, pay attention to the text features. Think about which ones are most helpful to understanding the text."*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *"What word(s) have you come across that you didn't know? What did you do? I would read on and see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?"*
- As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Alouds and Shared Reading experiences. Remind them to read a variety of genres.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- Have children work with partners to describe what they have read and why others should read that book.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RL.K.3; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2; CCLS.ELA.RI.K.3; CCLS.ELA.RI.K.10

## THE ROUTINE

- 1** Introduce the Independent Reading routine to children. For example:  
*Now you get to read a book of your choosing. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; children want that, too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might ask all children to read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *“What is the main idea of the text?”* or *“How did you figure out the meaning of this word?”*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Ask all children to reflect on their reading, having them draw a picture of the main topic or write a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



# Text Club

## RATIONALE

A Text Club provides a format in which 4–6 children are part of a temporary reading community with their peers. A Text Club allows children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs, consider:

- the reading abilities of children. For children who are still unable to read independently, choose texts that they can listen to on audio recordings while they follow along or invite volunteers or older students to read the Text Club books to children before their Text Club meeting.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards to define each role's responsibilities.
- Preview titles by providing text summaries or reading a few pages aloud.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performance through checklists and conferences with you.

## GOING DEEPER

You may choose to do these activities once children are familiar with the routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as *I shared \_\_\_\_\_; I learned \_\_\_\_\_; I like/ dislike the book because \_\_\_\_\_.*



## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RL.K.3; CCLS.ELA.RL.K.4; CCLS.ELA.RL.K.5; CCLS.ELA.RL.K.6; CCLS.ELA.RL.K.7; CCLS.ELA.RL.K.9; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2; CCLS.ELA.RI.K.3; CCLS.ELA.RI.K.4; CCLS.ELA.RI.K.5; CCLS.ELA.RI.K.6; CCLS.ELA.RI.K.7; CCLS.ELA.RI.K.8; CCLS.ELA.RI.K.9; CCLS.ELA.RI.K.10

## THE ROUTINE

- 1 Introduce children to the idea of a Text Club.  
*In your Text Club, everyone will read the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about how a character made you feel or about an interesting fact. Each of you will have a job to help your Text Club get the most out of your discussion together.*
- 2 Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
  - Discussion Leader:** leads the group discussion and keeps everyone on task
  - Word Wizard:** finds new, interesting, or challenging vocabulary words
  - Connector:** looks for connections between the text and the real world
  - Summarizer:** shares a short summary of the book being discussed
  - Art Director:** creates a drawing or diagram connected to the reading
- 3 Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time, for example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5 Children meet and discuss the text. They may only meet one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *“What was the most interesting fact you learned?”* or *“Which character reminded you of someone you know?”*
- 6 After Text Club discussions, have children share the texts with the class.
- 7 Debrief with each Text Club to assess individual’s comprehension and group interactions. Ask children to rate their discussion with a “thumbs up” or “thumbs down” and explain their reasons.

# Text-Based Vocabulary Routine: Informational

## RATIONALE

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to better understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences using the word.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex content-area texts.

## GOING DEEPER

You may choose to do these additional activities once children are familiar with the routine.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words like *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to them, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.4; CCLS.ELA.RI.K.4; CCLS.ELA.L.K.4; CCLS.ELA.L.K.5; CCLS.ELA.L.K.6

## THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, “*Leaves sprout on the trees*” is found in the text. You might share this sentence: “*Young plants sprout from the ground.*”
- 3 If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text reads “*Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.*” The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4 If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look it up in a dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5 Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage children to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children’s understanding.

# Text-Based Vocabulary Routine: Literary

## RATIONALE

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary as they come upon them in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in Eric Carle's *A House for Hermit Crab*, Carle says, "*He had felt safe and snug in his shell. But now it was too snug.*" The word *snug* is likely not a word children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word and have children repeat it. Read aloud to them the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that children can understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex texts.

## GOING DEEPER

You may choose to do these additional activities with children once they are familiar with the routine.

- Create word webs and post them around the room for children to reference when they write. Add synonyms or morphological family members of the word. For example, *snug*, *comfortable*, *comfort*, *tight*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Text-Based Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.4; CCLS.ELA.RI.K.4; CCLS.ELA.L.K.4; CCLS.ELA.L.K.5; CCLS.ELA.L.K.6

## THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example: *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight." The use of snug in the first sentence fits the first definition: He had felt safe and snug in his shell. The use of snug in the second sentence fits the second definition. Now the word snug means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.*
- 4 Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. How is *tight* different from *snug*? How is *comfortable* different from *snug*?
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.

# Reading Wrap-Up

## RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Children share their own insights about the text and are encouraged to add on to what their classmates said before them. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions you prompt children with. Provide opportunities for children to share their opinions and ideas or to ask questions.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index."*
- Teach children how to use language to respond to others' views. For example, *"That was the part I thought was most interesting, too. Why did you find it so interesting?"* or *"I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?"*

## GOING DEEPER

These additional activities may be done with children once they are familiar with the Reading Wrap-Up routine.

- Before having children share their observations in a wrap-up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus their thinking and remember what they want to say before speaking in front of the group.
- Have each child write down one big idea from the lesson's reading. Have each child share his or her big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?"*

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2

## THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.  
*Today we read an informational text. An informational text tells about things that are real and true. This text told about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *“What is one thing you remember from what we read today?”* *“Which part of the text did you like best? Why did you like it?”* or *“Who else do you know is like this character? How are they alike?”*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, re-teach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *“Tomorrow we’ll be finishing our story maps and drawing pictures of our favorite part of the text.”*



# Writing Wrap-Up

## RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Children are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for wrap-up. For example: *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus."*

## GOING DEEPER

These additional activities may be done with children once they are familiar with the Writing Wrap-Up routine.

- Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up and then send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about what the topic is.*



**COMMON CORE CONNECTIONS**  
CCLS.ELA.SL.K.1; CCLS.ELA.W.K.5

## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the writing task.  
*Today we talked about choosing a topic for writing. You drew three ideas for things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *“What part of your classmate’s writing was most interesting to you? Why?”*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5** Preview for children how today’s lesson will carry over to the next writing lesson. For example, *“Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.”*



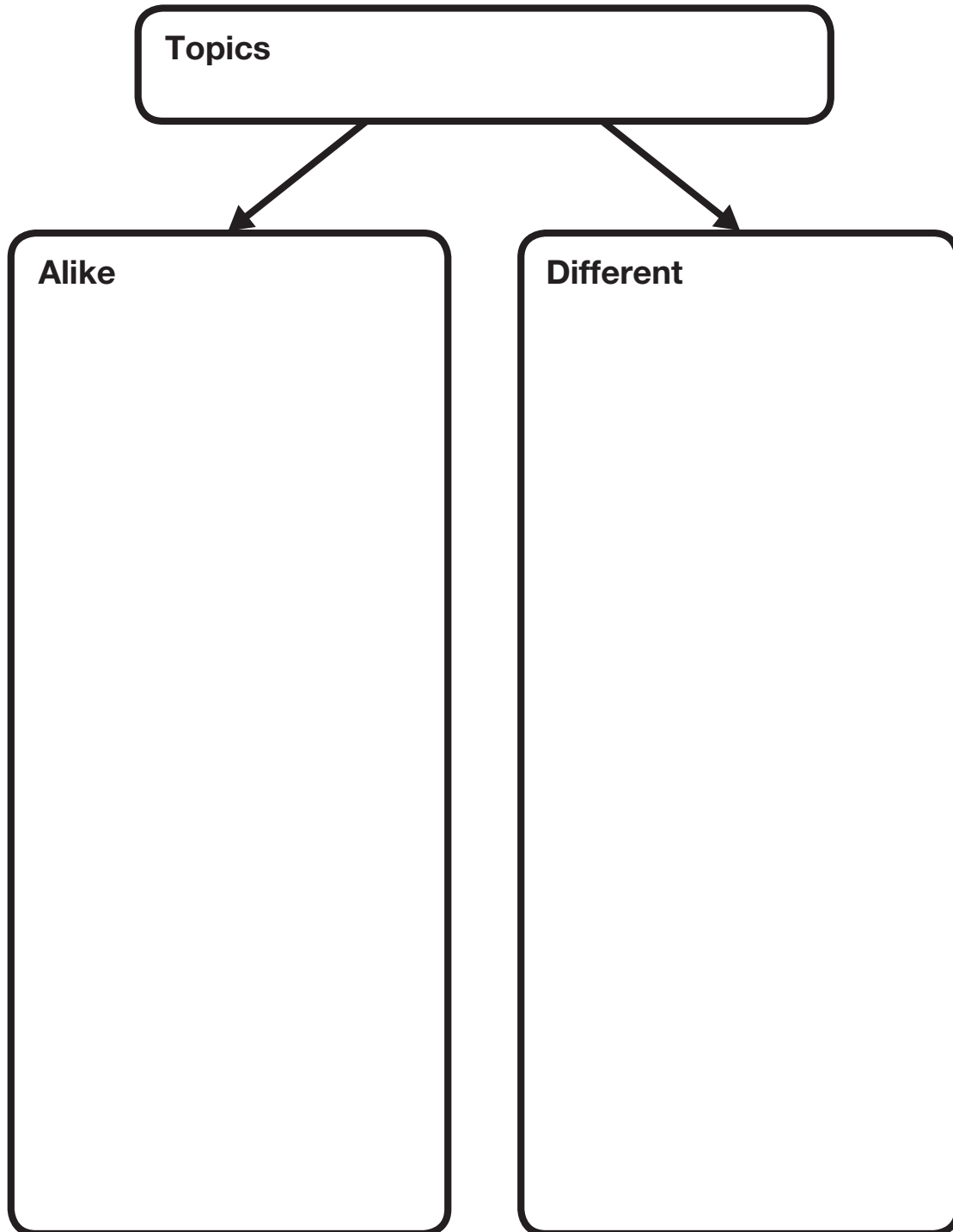
# Cause and Effect

**Causes**

**Effects**

<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>

# Compare and Contrast

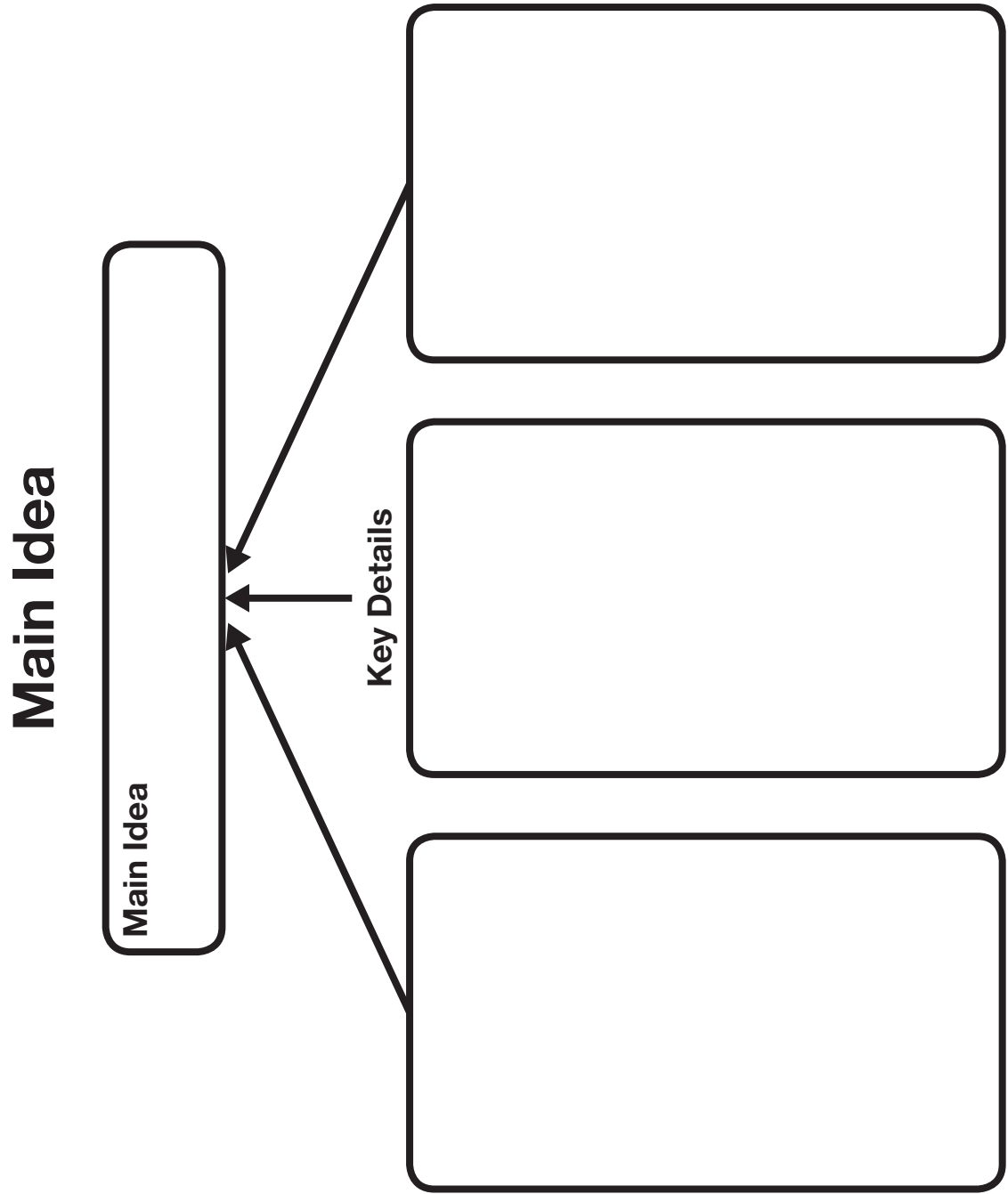


## Four-Column Chart


# K-W-L Chart

Topic \_\_\_\_\_

What We Know	What We Want to Know	What We Learned



# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**





# Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

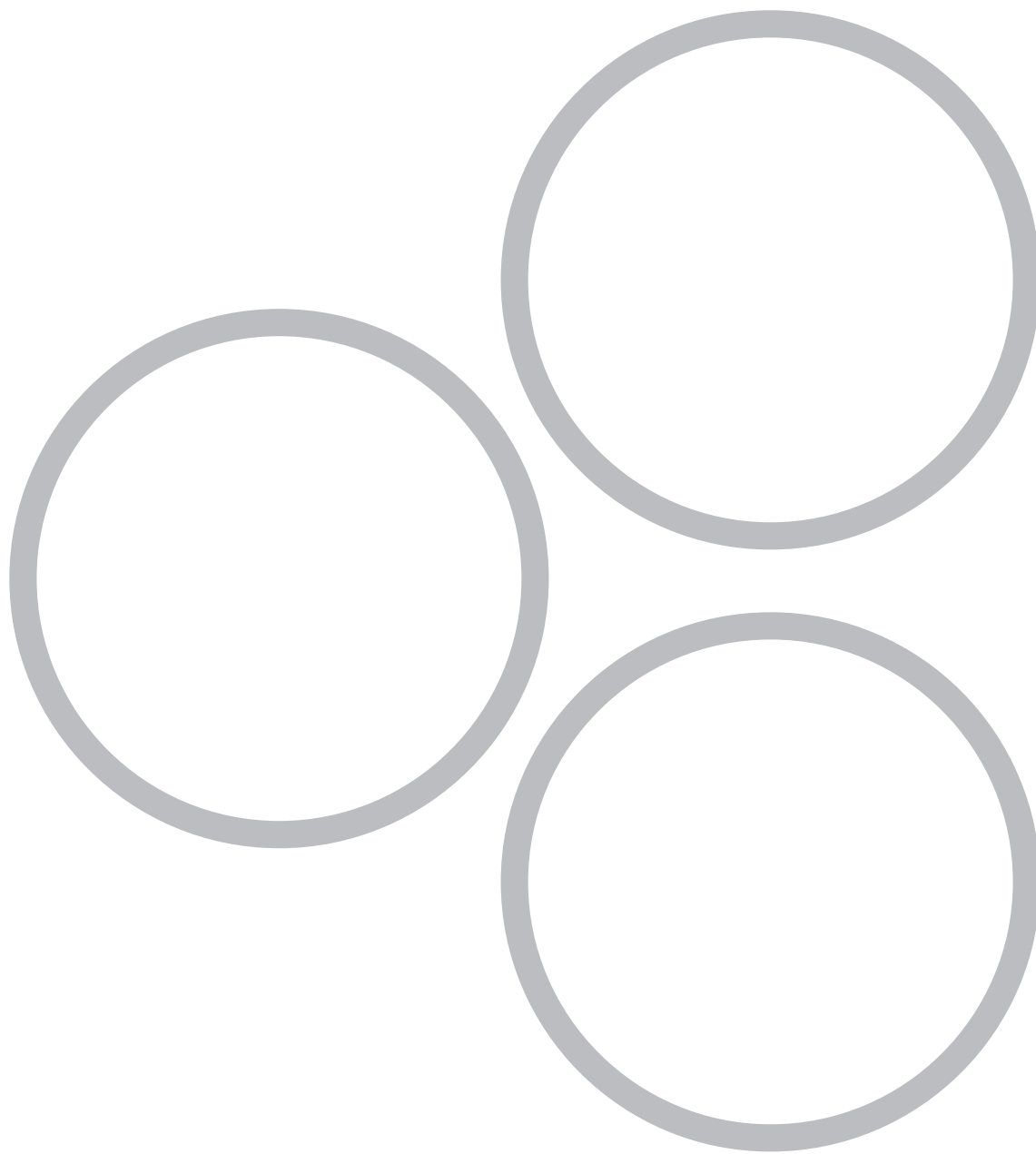
4. Last	
---------	--

# T-Chart


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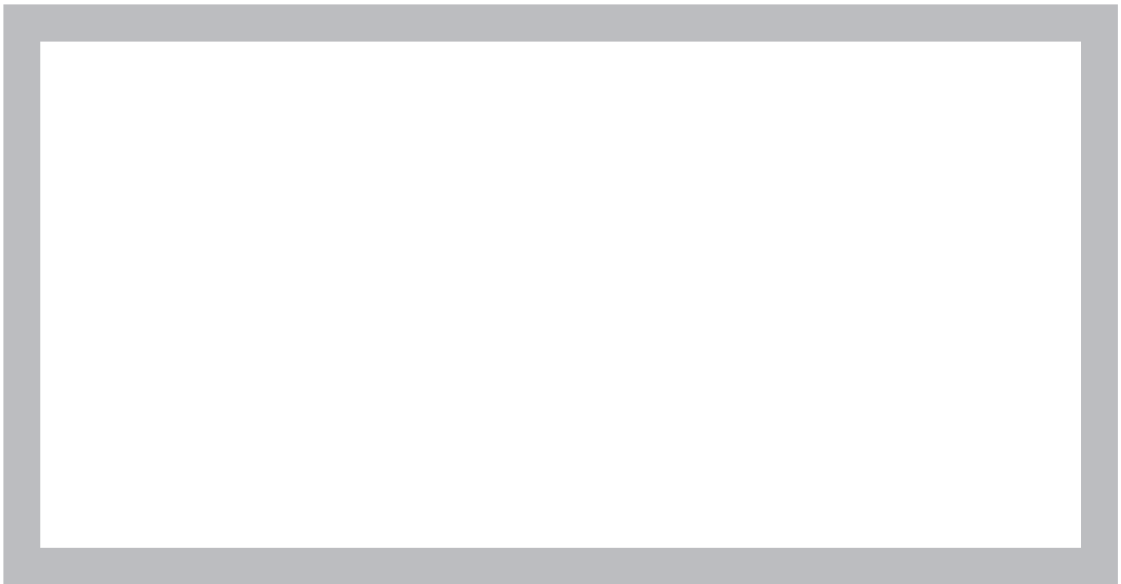
# Three-Column Chart

# Three Sorting Circles

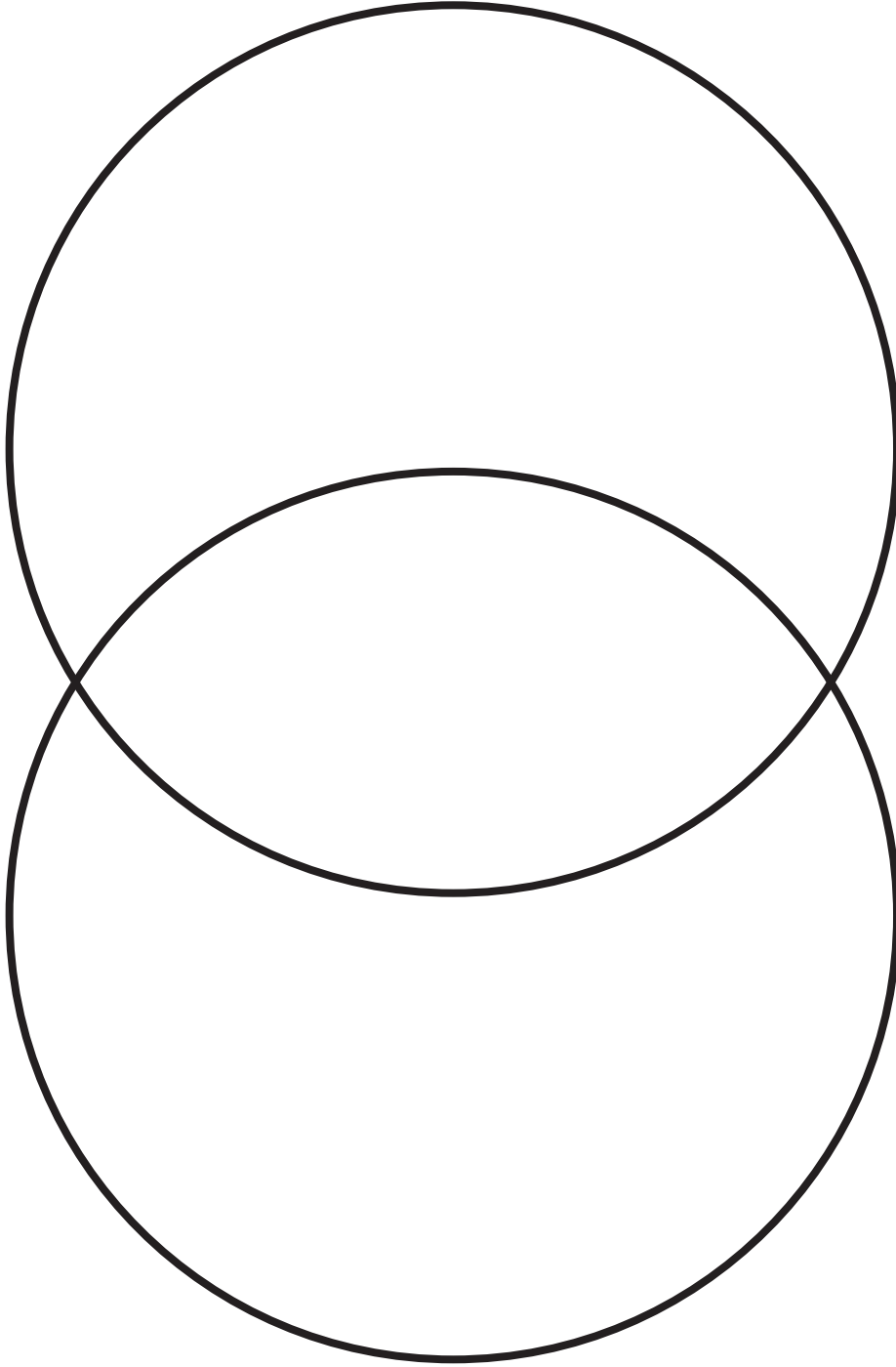


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# Two Sorting Boxes

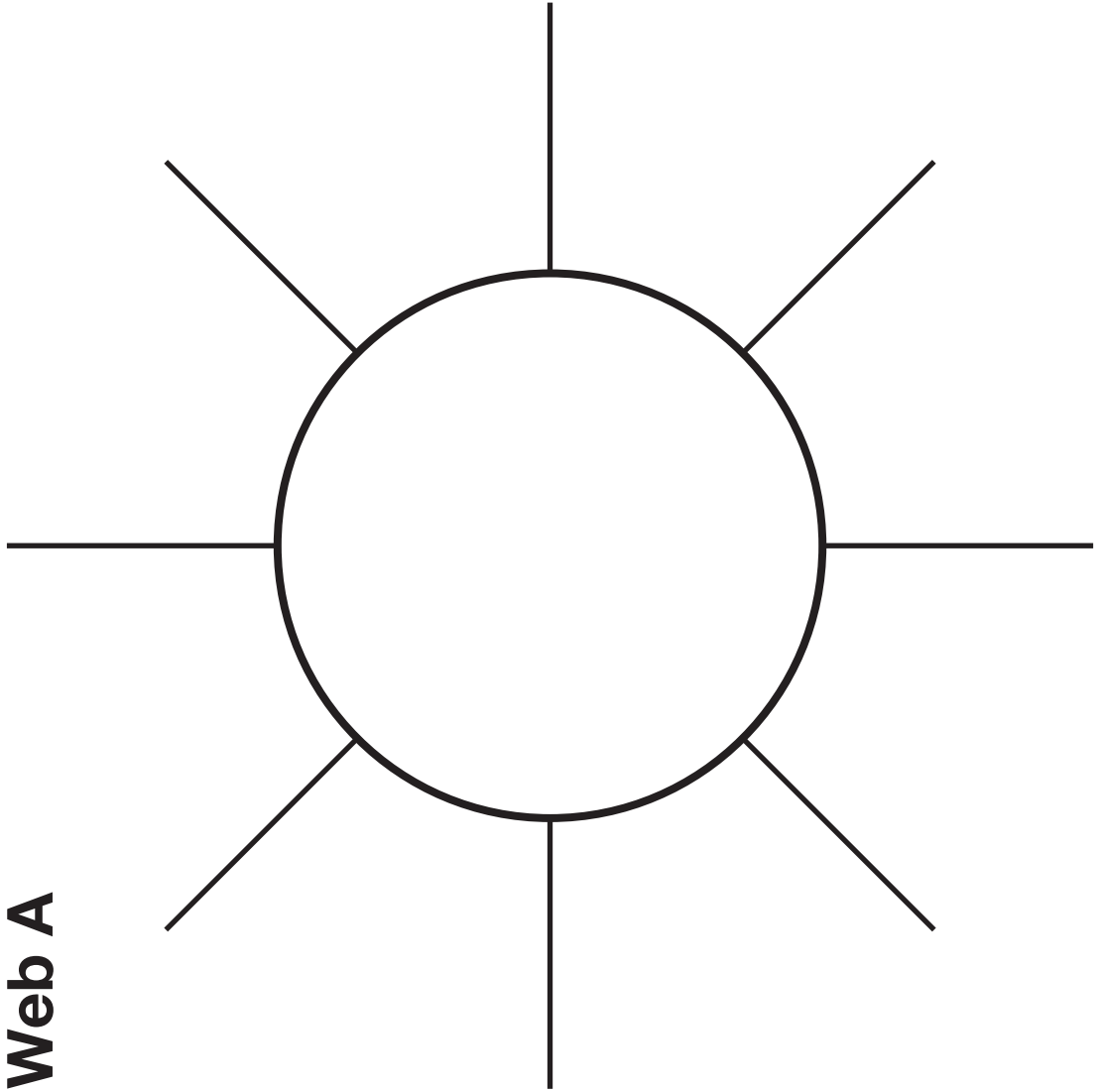


# Venn Diagram

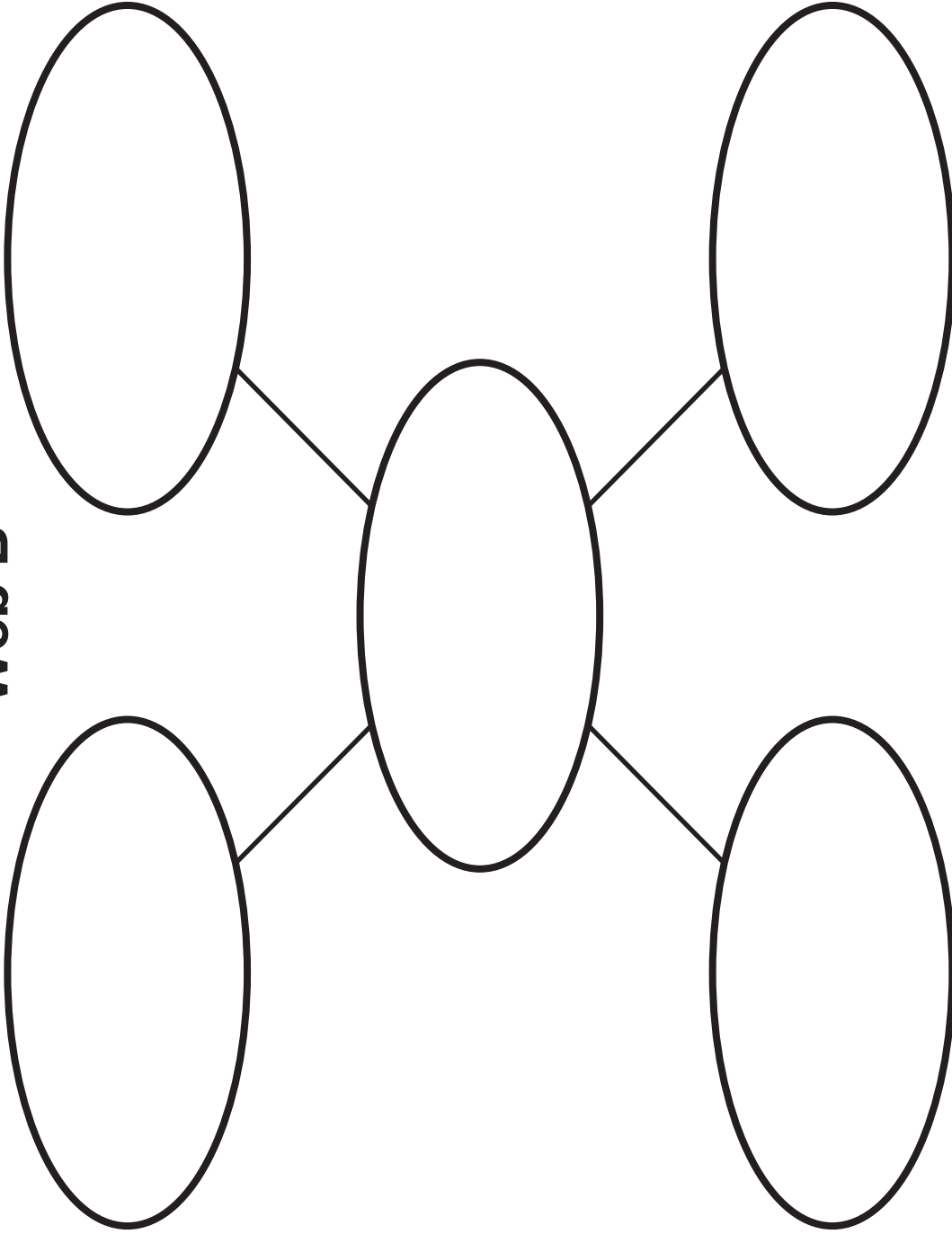


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## Web A



## Web B

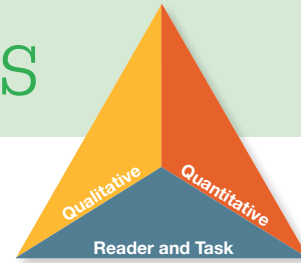




# Word Rating Chart

Word	Know	Have Seen	Don't Know

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Come On, Rain!***

### QUANTITATIVE MEASURES

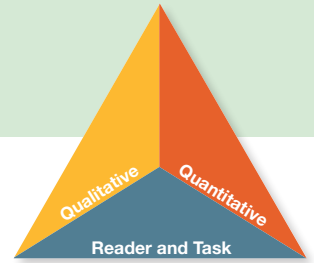
LEXILE	AD780L
AVERAGE SENTENCE LENGTH	10.51
WORD FREQUENCY	3.33
WORD COUNT	872

### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible theme (how a multicultural neighborhood is impacted and united by the weather)
STRUCTURE	conventional narrative structure; clear sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	frequent advanced vocabulary (e.g., <i>listless</i> , <i>parched</i> ); poetic images throughout
THEME AND KNOWLEDGE DEMANDS	summer in a city apartment complex, how weather affects people and nature

### READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share how they felt on a very hot day. Discuss how a lack of rain might affect people and plants.	Have children list words from the text that describe people and plants before the rain and after the rain. Clarify the meanings of any words that are unfamiliar. Then discuss, based on these words, what effects the rain has on the neighborhood.



# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Snowy Day*.

## QUANTITATIVE MEASURES

LEXILE	AD500L
AVERAGE SENTENCE LENGTH	10.45
WORD FREQUENCY	3.80
WORD COUNT	324

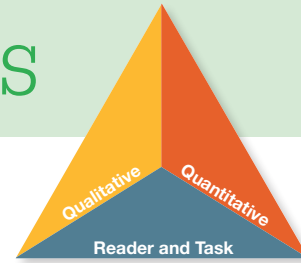
## QUALITATIVE MEASURES

LEVELS OF MEANING	accessible, straightforward theme (a child's wonder and excitement about snow)
STRUCTURE	conventional narrative structure; clear sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	frequent sensory images; simple sentence structure
THEME AND KNOWLEDGE DEMANDS	how snow changes the land; what people do for fun when it snows

## READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children describe how they feel and what they like to do when it snows.	Review as a group details about the main character's adventures, thoughts, emotions, and dreams about snow. Have children use these details to describe what the snow means to this character.

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***What Will the Weather Be?***

### QUANTITATIVE MEASURES

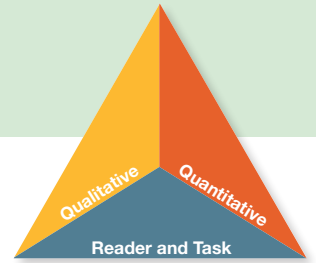
LEXILE	500L
AVERAGE SENTENCE LENGTH	8.50
WORD FREQUENCY	3.72
PAGE COUNT	32

### QUALITATIVE MEASURES

LEVELS OF MEANING	complex topic (how weather forecasting is made possible by special instruments and by basic weather patterns and principles)
STRUCTURE	conventional narrative introduction that provides context for the detailed, technical information about weather and weather prediction that comprises the bulk of the text
LANGUAGE CONVENTIONALITY AND CLARITY	topic-specific vocabulary ( <i>front</i> , <i>meteorologist</i> , <i>water vapor</i> , <i>barometer</i> ), most terms defined in text or reinforced by artwork, including diagrams
THEME AND KNOWLEDGE DEMANDS	a basic understanding of what a weather forecast is and how meteorologists predict the weather

### READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to share what they know about weather forecasts. Consider reading aloud or playing a recording of a forecast as an example of the kinds of things weather forecasts include. Then have students name different types of weather: sunny, cloudy, rainy, foggy, windy, snowy.	Have children review the meanings of topic-specific words from the text, such as <i>front</i> , <i>meteorologist</i> , <i>temperature</i> , <i>water vapor</i> , and <i>air pressure</i> . Then have them practice using these words correctly in sentences of their own. As necessary, provide sentence frames: _____ <i>measure</i> _____, _____, and _____ <i>in order to predict the weather</i> .



# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Weather Words and What They Mean.***

## QUANTITATIVE MEASURES

LEXILE	450L
AVERAGE SENTENCE LENGTH	9.63
WORD FREQUENCY	3.62
WORD COUNT	30

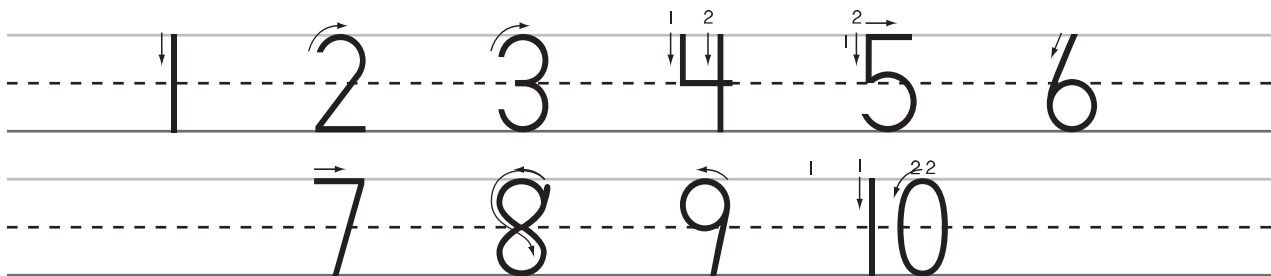
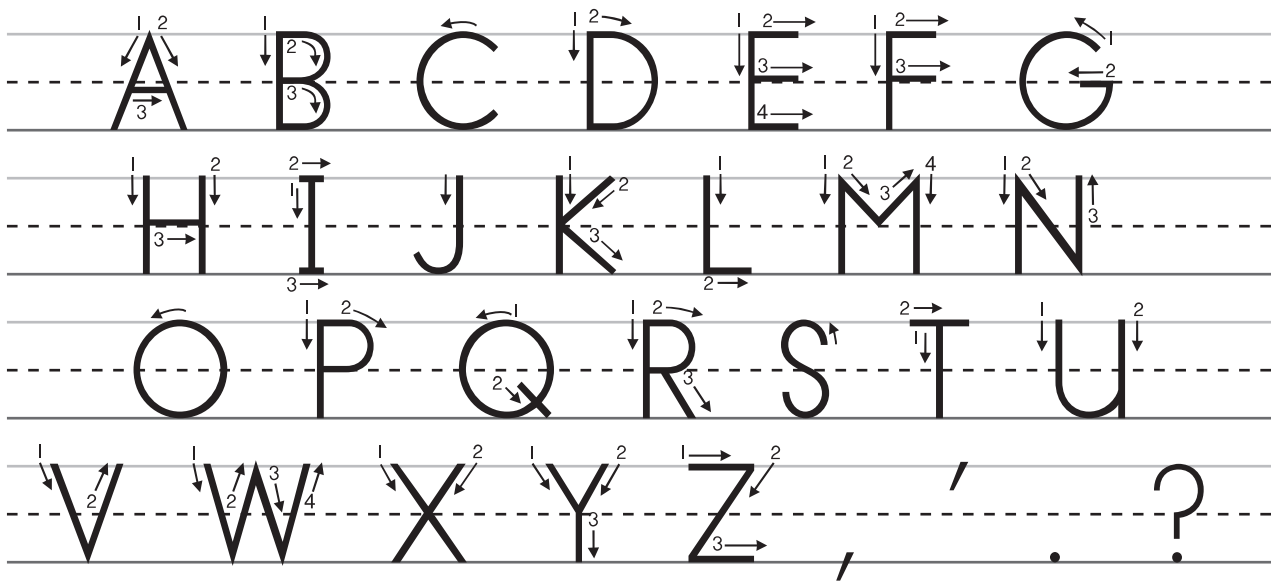
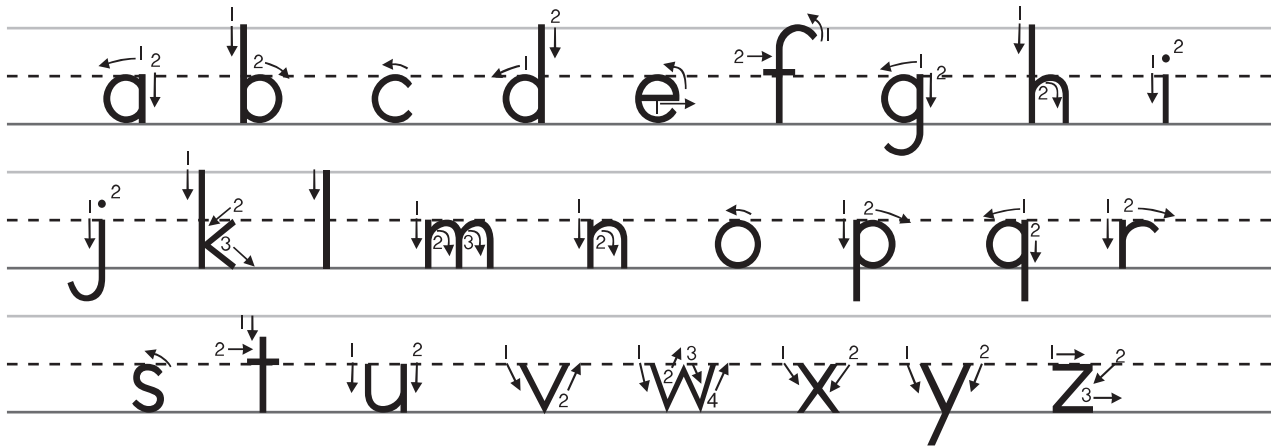
## QUALITATIVE MEASURES

LEVELS OF MEANING	complex concept (how and why different weather events, such as rain, occur)
STRUCTURE	brief introduction, followed by a series of technical terms defined by text and artwork and a conclusion with related facts
LANGUAGE CONVENTIONALITY AND CLARITY	topic-specific vocabulary ( <i>temperature, air pressure, moisture</i> )
THEME AND KNOWLEDGE DEMANDS	a basic understanding of different weather events, such as rain, snow, and wind

## READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to name different kinds of weather events: rain, rainbow, fog, wind, snow. Have them describe what happens during each.	Review the meanings of the words <i>temperature, air pressure, moisture, and wind</i> . Discuss as a group how each of these things affects the weather.

# Manuscript Alphabet



## D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

# Acknowledgments

**Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)**

132, 140, 148, 156, 164, 172 Harper Collins; 180, 188, 196, 204 Holiday House;  
212, 220 (TL) Harper Collins, (CL) Holiday House; 229 Harper Collins.